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A Victory for Schools and Honest Government.

On October 24, 1901, a victory beside which those at Manilla and Santiago are but insignificant episodes was won by two Chicago schoolma'ams, Miss Margaret A. Haley and Miss Catherine Goggin. These ladies, on behalf of the Teachers' Federation of Chicago, have been for two years conducting a legal fight in the Illinois courts in defense of the rights of the teachers, the public schools and all honest tax-payers of that state, and incidentally of every state in the Union, for the decision is sweeping, unequivocal, fundamental, and will have far reaching results. Pitted

against these teachers were vast corporations representing at a moderate estimate over *two billion dollars* of accumulated and in large part ill-gotten wealth, contending as in a life and death struggle for the retention of some \$25,000,000 in taxes which had been fraudulently evaded but which on October 24, the Supreme court of Illinois decreed they must pay.

This is a case of profound importance, and the decision will mark a red-letter date in the struggle of the masses against their masters, a date which ought to be celebrated in every public school in the land; and the portraits of Miss Goggin and Miss Haley are worthy a place on the walls of every schoolroom beside or above those of Dewey, Sampson and Schley. More millions are involved in this victory than the whole cost of the Spanish war—millions to be devoted not to destructive ends, nor wrung from the people by inequitable methods which place the chief burden on those least able to pay, but to be used in promoting constructive enterprises including public education, and to be taken from the coffers of robbers, and restored to the people who have been plundered for a generation past.

The following brief but clear history of the contest just closed is chiefly from an account given by Miss Haley to the New England Journal of Education.

It will interest not only teachers but all patriotic citizens who place the man above the dollar and regard the welfare of the child paramount to the interests of that form of organized appetite known as a corporation. Miss Haley says:

The board of education in 1898 announced that there was not money enough to pay our salaries. In 1898 they adopted a new scale of salaries, by which teachers who have served ten years were to receive the maximum salary of \$1,000 a year, to be reached by three annual installments, beginning in 1898. In 1899 we were notified by the board that there was no money for the increase, and that in addition the school year would be cut two months.

This prompted the Teachers' Federation to investigate the question of taxation. What set us to looking into the subject of franchise taxation particularly was an article in the Chicago Journal in which it was declared those privileges escaped taxation. The federation voted to pay the salaries of Miss Goggin and myself while investigating the records, and all necessary expenses. It has cost them between \$5,000 and \$6,000 so far. In addition to that we had a public entertainment which netted about \$1,800. Miss Goggin and I have been doing nothing else since a year ago last January.

When we began to search the records it was a weary task, but we soon discovered so much that we could hardly believe it was true. The state board of equalization, whose duty it is to assess franchises, was created in 1873 by the legislature. The board consists of one member elected from each congressional district every presidential year. The fact that they were elected during the excitement of a presidential election seemed to be one reason why the people had lost sight of that board and its work.

When the board held its first meeting in 1873 they adopted a rule of determining the value of franchises. They ascertained the market value of the shares of stocks and bonds, added them together and deducted the valuation of the tangible property, as fixed by the local assessors, and the remainder was the value of the franchise. This rule was a good one, and was made by a board favorable to the just taxation of franchises. Under it the seven miles of Chicago street railways drawn by mules were valued in 1873 at \$1,200,000, a greater amount than the costly street railroads have been appraised at since that time.

The steam railroads of the state were assessed on their franchise \$68,000,000 and on their tangible property \$65,000,000. The railroads at the time appealed to the United States supreme court for the purpose of having the law declared unconstitutional, but the court not only declared the law valid, but held that the rule adopted by the board was a good one.

Then it was evident from the records, that the corporations adopted a new tack. Notwithstanding the decision of the highest court in the land that the taxation of franchises was constitutional, and the rule by which they were valued was valid, they evidently did

something to influence the election of the next board. Two members of the first board opposed the taxation of franchises under the rule of valuation adopted, and these were the only two of the second board elected four years later.

The first thing the new board did in 1876 was to appoint a railway committee to have full charge of the valuation of steam railroad franchises. This committee adopted a resolution to the effect that they discovered upon careful examination that in assessing railroad property they found there was nothing but the tangible property to value, and so the valuation of \$68,000,000 in 1873 vanished, and not a cent has been paid by the railroads of Illinois from that day to this, although this neglect was in violation of the finding of the United States supreme court.

Not merely did the state board wipe out the franchise taxes, but they steadily reduced the value of the tangible property of the railroads, which had been valued in 1873 at \$65,000,000. We found also that the steam railroads in Cook county, in 1899 paid \$640,000 less in actual taxes than they had in 1898, and yet at that very time we were told there was not enough money to keep the schools going full time, or to pay our salaries. Yet according to the report of the railway and warehouse commission, the railroads of Illinois increased their capital stock that year \$140,000,000, and their dividends \$10,000,000.

We also found that the valuation of the franchises of Chicago street railways, gas companies, electric light and telephone companies has steadily decreased, notwithstanding the tremendous development of all these corporations with the growth of Chicago from 1877 to 1899. In 1899 not a cent was levied on their franchises.

The value of the franchises of these companies in 1899 was \$235,000,000, and of the tangible property \$33,000,000. So that you see that they are escaping entirely on the most valuable and important part of their belongings—the franchise.

We cited these and many more facts in court, and the only defense which the state board and attorneys for the corporations made was that the board, having been created by the legislature, was superior to the courts. They did not attempt to deny the truth of our allegations, but tried to escape on a technicality. Judge Thompson, of the circuit court of Sangamon county, overruled this contention.

And then it was that the state board and the corporations manifested real alarm. The night that the judge overruled their contention, two car loads of corporation attorneys went down to Springfield. The state board of equalization quickly convened and, as a last desperate resort, rescinded the rule made by the first board in 1873, upheld by the United States Supreme court, though never obeyed since that time, and adopted in its place a rule which would permit the corporations to escape taxation on their franchises.

When this action came before Judge Thompson, he denounced it as fraudulent and illegal. He directed that a mandamus issue against the state board to compel them to tax franchises according to law, which had not been observed for twenty-five years. The case was appealed

by the corporations to the state supreme court.

The back taxes which these corporations have been dodging in Chicago alone are estimated at \$20,000,000 or \$25,000,000. This would more than pay for the street railway system of the city, the gas, electric light, and telephone companies. It would certainly place the Chicago school system on a healthy basis.

The renewal of the street car company's franchises, which will expire in 1903 is becoming a lively question, and the revelations made by the teachers have helped to make it livelier. George Harding, a retired capitalist, offers to buy the street railway systems and turn them over to the city, taking a mortgage on them. This is to do away with the obstacle which the city encounters in being prevented by law from issuing more bonds. He also offers to buy and operate the system, guarantee a three cent fare, with universal free transfers, or charge five cents and pay the city forty per cent. of the gross proceeds, and turn the property over to the city when it is prepared to take it at a fair appraisal.

The decision of the supreme court affirms Judge Thompson's decision in every point; this shows that one supreme court is not owned by the corporations. The state board must now tax the corporations or go to the penitentiary. There is only one possibility of turning this victory into a defeat: Legislators are purchasable; if the capitalists can place enough of their chattels in the next or any subsequent legislature to make a majority, the present revenue law may be radically altered. But this contingency is remote, for it is hardly conceivable that the people of Illinois, having had their eyes opened to the iniquities that have been perpetrated upon them, will allow themselves thus to be cheated out of the fruits of this victory. But eternal vigilance will be necessary, for the public enemy unhorsed in this encounter will try in some way to regain supremacy.

Twenty-five million dollars in Cook County alone, and probably an equal or greater sum in the rest of the state makes a sum equal to the appropriation made by Congress for war purposes in 1898. But think of the other

millions annually involved in this decision in case the voters of Illinois shall stand firm. And Illinois will not be alone; corporations in other states see the handwriting on the wall. Every large city will take heart. Who will be the Joan of Arc to lead the people of Milwaukee, Minneapolis and St. Louis to victory against their masters, and proclaim the rights of the child against those who say there is not enough money to build and equip the necessary schoolhouses? There is plenty of wealth to furnish sanitary buildings and the best instruction for all the children. The only question is how to devise a legal lever to pry open the hands of greed which hold it; but this must be done. To-day Milwaukee needs at least half a million dollars' worth of new schoolhouses, and the wealth is at hand to build them; but wealth held by tax dodgers who spend it in luxury or in accumulating more wealth will never build schoolhouses. Shall we wait till some Rockefeller, at his own good pleasure, shall see fit to build schoolhouses as monuments to a troubled conscience, or shall we enact and administer laws to secure the children their rights?

About the same time that this agitation began in Chicago, the teachers of Milwaukee and of Minneapolis were also informed that there was a similar deficit; the latter city shut down her schools the first of May, thus robbing each child of the sum of \$400* in order to enrich the tax dodgers. In Milwaukee, the building of schoolhouses was practically suspended, each child was robbed of \$100 worth of opportunity to get an education by shortening the school year,

*For a computation of this, see page 53 of this journal.

and a cut in teachers' wages was made. To all this the teachers submitted with only a little private grumbling. No one seemed willing, as in Chicago, to organize a rebellion against the bosses from whom the decree went forth to cripple the schools and save expense. But this is not surprising; the teachers of Wisconsin have been trained under a centralized system in which a certain sanctity attaches to any ukase that comes from the powers that be; abject loyalty thus becomes a virtue, independent thinking and acting a sin; everything "goes" that is decreed from above, and "it's all in the day's work."

It would be interesting to know what U. S. Commissioner W. T. Harris now thinks of Chicago's sanity. Miss Haley is the lady who so completely worsted him in a forensic tilt at the meeting of the N. E. A. at Detroit. Although the account of that episode as reported in the Public was given in this journal in September, a part of it is worth repeating in this connection:

Commissioner W. T. Harris had spoken in optimistic terms of the progress of education, mentioning the large increase in the number of schools and in the attendance. Mr. Harris struck a keynote, and, as usual, the docile educators began to sing to his tune. Several arose to say that these statements should send every teacher home satisfied. But there was one teacher present who knows the difference between official statistics and facts. This was Miss Margaret A. Haley, of Chicago. She inquired how increase in the number of schools and attendance could be encouraging "when it could be shown that the amount of money available for schools was declining." Some one, she said, must suffer from this condition. Nor was she in any wise indefinite. She told of the tax dodging in Chicago; and even what was more to the point, showed how the public domain in Chicago set aside for public school purposes would furnish an abundant revenue if it had not been virtually given away. Miss Haley's line of attack bore heavily on the plutocratic tendencies that more or less influence our educational institutions; and Mr. Harris, instead of meeting her points, evaded

them with an attack upon the city from which she hailed. He called Chicago "the great storm center of the country—the place of tornado, whirlwind and fire;" said it "has a morbid tendency that is always manifesting itself in trying to find something disturbing and threatening to things as they are"—a tendency amounting almost "to a hysterical mania," and declared that "we cannot be influenced by what is going on there." In reply to this somewhat jocular tirade Miss Haley challenged Mr. Harris to debate the sanity of Chicago at a future time and an appropriate place. "If it is morbid," she said, "to look into things and see whether at bottom conditions are sound, then Chicago will not be afraid to be called a morbid city. If it is hysterical to watch not only the evidence of progress, but also to inquire into the ultimate tendency of things, then we are hysterical." Mr. Harris did not accept Miss Haley's challenge. That, however, is of no moment. It makes no difference what opinions may be held regarding Chicago hysterics. The important thing that Miss Haley did was to bring Harris's puerile boasting about school statistics into unfavorable comparison with the plutocratic conditions that threaten the independence of our free school system.

Are the Catholics of America hostile to the public school? Consider what these two Irish Catholic girls, grade-teachers in the public schools, have accomplished. It is not an extravagant estimate to say that they have done more for the public schools and for the cause of honest government than any twenty men have done in the past quarter of a century.

How They Run the N. E. A.

The question of whether it would be wise to establish a national University at Washington has come before the N. E. A. several times in recent years. A committee was appointed to report on the subject. The sleek fellows who are accustomed to pull the wires were represented on this committee, of course; a minority of the committee prepared a report unfavorable to the establishment of a national university. This report, which, by the way, was not approved by all the members of the committee, was widely published in advance of

the meeting, and was duly presented by some sort of hugger-mugger as the report of the special committee.

Now the active members of the N. E. A. have a sort of periodic habit of indulging in a spirit of revolt against the rule of the Sleek Ones. These spells of righteousness, reform or resentment are always short-lived and futile, and furnish no little amusement to the Sleek Ones who, in the end, have things their own way. In this instance the malcontents and anarchists, as N. M. Butler called them a few years ago, otherwise the active members who do their own thinking, emphatically rejected the report. Beyond any question the rank and file by an overwhelming majority are in favor of a national university. But sufficient unto any emergency is the nerve of the bosses. A small matter like a vote of the members is a mere detail which does not disturb the serenity of the inner circle. It pleases the hoipolloi to express themselves, but why should the patricians care for the opinions of the members?

Secretary Shepard has sent to the educational press for "information and use" a copy of the report which the active members turned down. On this action Intelligence comments thus:

By what authority the Secretary is thus seeking to bring to public attention a report which does not express, as he well knows, the sentiment of the Association, we do not understand. * * * The history of this report has at least a sinister look, suggesting an audacious attempt on the part of the committee to forestall the sentiments of the N. E. A. and of the public as well as action by Congress in the matter of a national university. Has Secretary Shepard been inveigled into participating in the attempt to thwart the movement despite the favorable attitude of the Association of which he is the secretary?

Aaron Gove, in the Colorado School

Journal writes concerning this episode:

We regard the method by which the report was prepared and presented as unfortunate. This same sort of committee work was done in the appointment of a committee to recommend to the St. Louis authorities a director of education for the great exposition. Twenty-one persons were placed upon this committee, and six of them met a few minutes in Detroit and nominated Mr. Rogers. An Associated Press dispatch went over the country within two hours that it was the unanimous choice of the committee, when perhaps not more than seven of the twenty-one knew that they even had a membership in such an organization. These "still hunt" and quiet methods of committees are not likely to create confidence.

Shall We "Pluck" Them for Bad English?

After much discussion and no little contention among the teachers it has been decided in the high schools of Milwaukee to deduct from examination papers in all subjects a certain amount for imperfections in English. The rule may be wholesome as an incentive to carefulness on the part of the student, provided always that it is administered with proper limitations and discretion. What are the proper limitations?

First. Deductions should be made only within the margin between a perfect standing and the lowest passing mark. For example, if 70 is the minimum, and a student makes a grade of 79 in algebra, no matter how poor his language, nor how lacking in neatness his paper, he should not be docked more than 9 on anything that is foreign to algebra. To mark him 69 because he writes: "Of the quantities x and y , x is the greatest," or "If x is greater than y , the difference of x and y would be," etc., or because he writes: "coeficient," "equasion," "expontant," and many other such errors, would be manifestly unfair. These lapses may be good evidence that he should have some drill in elementary grammar and spelling during the next term, but the primary question at issue concerns his

ability to go on with the next term's work in mathematics. If he shows a commendable mastery of the subject matter in physics, he should pass in that branch, although he may persistently write "Whitch," or "them pullies," or even fail to dot all his i's or to express his thoughts in standard vertical or Spencerian script. Inaccuracies should not pass unnoticed; the writer of a soiled or untidy paper may deserve reproof, but no pupil should be "plucked" in a study for shortcomings in some other branch.

Second. In the effort to secure written work of a high standard in all the mechanical forms of written discourse, there should never be exerted a pressure so great that the student shall become more solicitous about *how* he writes than *what* he writes. As a rule, the cargo is more important than the cart.

The ambition to have a good record will usually make pupils sufficiently sensitive to a discounting of their standings for flagrant violations of good usage in the matter of expression. But even where such deductions are made only within the margin that lies above the minimum passing grade, it is better frankly and candidly to admit to the pupils that the records, as, "history 82, algebra 95, physics 72," etc., are not even approximately truthful, but rather they are artificial and arbitrary, and into them enters much that is extraneous to the subjects named—punishment for bad grammar, careless spelling, punctuation or penmanship, untidy papers, etc. Under this system, the pupil having a record as above may be much stronger in physics than in algebra, because the latter, from the very nature of the subject, offers fewer opportunities for picturesque spelling or unbridled license in the use of English. But if 70 is the minimum, a record, "history

68," should mean only this, that the student is so deficient in *history* that in his teacher's judgment he should not go on with the next term's work, but should make up that term's work in *history*. In such a case, the teacher ought never to have to confess that the pupil would have passed but for deductions other than those made for deficiency in the branch against which the record stands. On the crucial question of standing or failing, passing on or repeating the work, the pupil's strength or weakness in the branch itself, and this only, regardless of any extras, incidentals or etceteras should be considered.

Was Slavery Abolished in 1865?

The following extract from the recent biennial report of State Labor Commissioner C. F. Wennerstrum is interesting reading. He says:—

It seems strange that a progressive state like Iowa should not be among the more advanced commonwealths of the Union in the matter of protecting children from too early employment in the industrial pursuits. There were voluntarily reported to me by employers 403 employes under 14 years of age, and subsequent inquiry developed the fact that 604 were employed. I am very sure this is much below the actual number, for when I made my inquiries I found that employers were averse to giving me information, and the children whom I asked seemed to be fearful of consequences in giving me the information I sought, even when I assured them that there was no law at present prohibiting their employment. In one instance I learned from some of the children that their employer had sent them all home the day I was to inspect his factory.

Many of the children were as young as 10 years. In many cases the children were employed at tasks that involved hard and laborious work. They were employed for the same number of hours as the mature men and were given no privileges or special exemptions from work. I took special pains to observe the physical condition of the children that I found working in the factories, and they impressed me by their wan and overworked condition. In almost every instance the employers of these children indicated very markedly their own sense of wrong to the children by such early employment, and some of them imagined they were violating a state law.—From Report of Labor Commissioner of Iowa.

Iowa educators are already on record in favor of compulsory educa-

tion. Such a law was nearly carried through the last legislature. With proper effort, one can be passed at the session soon to be held. At the same time, there should be legislation regarding child labor. One goes with the other. Boys are better off at work than loafing the streets. If we say to the employer "You must not hire that child," we must also say to the parents, "You must send your boys and girls to school." Let all Iowa teachers lay aside selfish, private and religious interests, and for the time being, our own pet schemes, show an undivided front to the opposition, and all pull together for these two results.

The Pedigree of a University.

The Senior class of the University of Chicago last year raised the question whether Rockefeller or Stephen A. Douglas is entitled to be called the founder of that institution. Douglas gave a tract of valuable land to Chicago University, an institution which had a precarious existence until about 1880 when it became bankrupt. Some years later it was rejuvenated by Rockefeller, who re-established it under a slight change of name—the University of Chicago—and has since given it about \$9,000,000. Naturally, the more thoughtful, high-minded and discerning among the students are sensitive because of the stigma that attaches to Rockefeller's millions. They would much prefer to trace the pedigree of their Alma Mater to a statesman like Douglas than to the head of the Standard Oil trust; and just as naturally the trustees of the university refused to consider the claims put forth on behalf of Douglas, and continue to regard Rockefeller as the founder. And why not? In the words of Col. Mulberry Sellers, "There's millions in it."

The Institute.

S. Y. GILLAN, CONDUCTOR.

A Dull Boy—A Brilliant Man.

Are dull boys worth saving? Some of them are. Isaac Barrow, who became an eminent minister in the Church of England, was so dull when a boy that his father said if God should take away any of his children he hoped it would be Isaac. Napoleon's teacher thought him hopelessly dull, and said it would take a gimlet to get anything into the boy's head. Goldsmith, Chatterton—even Chatterton, who died at the age of eighteen one of the most brilliant men in Europe—and Gibbon, the historian, are said to have been notable dullards when young. General Grant when a boy was too dull to understand the practical jokes that his playfellows often inflicted upon him.

It would be hazardous to say that dullness in a boy raises a presumption of intellectual vigor when he reaches maturity; yet many cases could be cited in support of such a statement. Here is an illustration in point: Probably the ablest, surely one of the keenest and most forceful among the editors of educational journals is C. W. Bardeen, of Syracuse, N. Y. Yet, as a boy, he was considered both dull and bad. Mr. Bardeen contributes to the Educational Review a highly entertaining autobiographical sketch covering the period of his youth, in which he says:

I am satisfied as I look back that it was largely misdirected energy that led me to be considered and to believe myself to be a bad boy. As I have watched my children grow up I have been interested to recognize some of the traits that in me were predominant and mischief-making,

in them developing into estimable qualities of fundamental importance.

I used to try to improve. Here are some resolutions I find elaborately written out on my thirteenth birthday, in language which indicates my ideal, at that time, of literary style:

Rule 3.—Of all the bad habits to which I am accustomed, none is more glaring than that of eating confectionery. Not to speak of the cost of this habit, the injury which it perpetrates upon my health is sufficient to make me drop it, as I do for at least one year.

Later when I thought of running away from the farmer with whom I had been put, I find this entry in my diary, September 11, 1860:

If I run away I think I shall take for books Andrew's Latin lexicon, French dictionary, Virgil, algebra, geometry, French and Latin Grammars, and Caesar. But come to lift them they are very heavy. I don't know but I shall have to hide them around here somewhere, and if I succeed in getting a good place I will come back and get them. Still I don't like that way. I will carry what I can.

* * * *

The principal remembrance I have of Mr. Reed's instruction is his remark that we should be so absorbed in our studies that if a cannon ball came crashing through the room we should not look up. Even then that struck us as hyperbole.

In May, 1859, my father died, and I was sent to Randolph, Vt., where I worked on a farm, and in fall and winter attended what was then the Orange County grammar school. Of the first principal I had there, George P. Fisher, my chief recollection is that in Crosby's Greek lessons the three members of the class used always to sit in the same order and recite in turn, and we soon found that it was only necessary to learn every third sentence. But one day one of the three was absent, and in our confusion over failures one or the other of us confessed to this partial preparation,

which Mr. Fisher took pains to make thereafter impossible.

* * * *

On March 15, 1861, I came down with measles, and did not go to school again until Oct. 1, when I began once more at Randolph. With the new principal, Mr. Edward Conant, who is still there, at the head of what is now the normal school, I did not get on well at all. I was at the adolescent period, full of top-lofty ambitions, and ready at any time to neglect a present lesson to dream what a great scholar I was going to be in the future. The Civil War having recently broken out, I joined the military company and took fencing lessons, and I was much more interested in the drills and the occasional camping-out than in school. I was there alone, without guardianship, and I followed the weather-cock whim of the day, often neglecting my lessons altogether. In short, I was at the most disagreeable age; and Mr. Conant did not have the patience with me Mr. Fisher had shown.

Friction arose at once, and soon came to an issue. On November 13 I had translated a well-known passage in the *Anabasis*, "And there Cyrus had a queen." Mr. Conant told me to go to my room, come back after school, and translate the passage properly. I looked up the word *basileia* in the dictionary, and as my Greek instructors had not given me much knowledge of accents, when I found *basileia*, with the meaning "queen," I searched no further, but came back and gave the same translation.

"You are no longer connected with the Orange County grammar school," Mr. Conant said; and I went back to Fitchburg.

I had been eager for some time to get into the army and on December 3 I went

to Lowell and attempted to enlist in Butler's brigade. I found a Maine captain ready to take me into his company, and was led by him to Gen. Butler's tent. The general was writing and hardly looked up until the captain presented the case, when he glanced his cocked eye over me disapprovingly and said: "Take the damned little snipe away; we've babies enough in this brigade already." I remember his exact words, for I cherish this as the first of my few interviews with distinguished men.

I entered high school again, but did not do well; the last thing I remember is being told by one of the teachers that I had not passed an examination in geometry. I was still eager to enlist, and on July 21, 1862, got accepted as a drummer by a recruiting officer for the first Massachusetts. I came home with my regiment in May, 1864, absolutely purposeless, and was for a time a clerk in a grocery store at a dollar a day. At that time the Boston mail came in about six o'clock, and it was quite the thing to wait for it on the steps of the town hall. One day I was there when a boy named Ed. Malley accosted me. He was a freshman at Williams, and he patronized me unbearably. I remembered him in school, certainly not a brighter scholar than I, and yet he was looking down on me because he was in college. I came to a rapid determination; I wasn't going to stand this sort of thing all my life.

"Why don't you go to college?" he asked condescendingly.

"I am going," I said.

"Where?"

"To Yale."

I did not know where Yale was, but I knew it was a bigger college than Williams, and I felt like doing a little patronizing myself.

The first thing was to earn more money. I found a place as striker in the Whitman & Miles works, where I got \$1.75 a day for swinging a sledge hammer. That got me enough together so that I felt warranted the next September in entering Lawrence Academy, Groton. To graduate in a year I had to take both junior and senior recitations, but I did it, and entered Yale in 1865 without a condition.

A Too Common Kind of Nagging.

"Stop standing in the aisle," "Sit down on this seat," "Not here, the one in front," "Don't stand upon the seat," "Keep your feet off the lady's dress," "Don't put your head out of the window," "Put your cap on your head, we get out in a minute," "Stop that noise," "Put on your cap," "Look out, you will get jerked over," "Come, quick now!" This is almost an exact reproduction of part of a series of orders and instructions fired at the head of a bright six-year-old child by a mother on a street car the other day. It continued unceasingly until they left the car, and as they disappeared around a corner, the mother's lips could be seen still moving, as she dragged the girl along by the arm. It is a safe bet that her tongue is going yet. Poor child! At first she nervously tried to obey; then, giving up all hope, she sensibly sank into a state of oblivion as far as orders were concerned, and did as she pleased.

A famous horse trainer states you should never say "Whoa" to a colt except when you want him to stop. To steady or quiet him, select some other word, and always use it. But when you would have him stop, say "WHOA" and make him mind. A

few well selected commands to which implicit obedience is always required, are what is needed. A constant stream of mixed and useless orders, make the animal either indifferent or nervous. But he was talking of horses, and some people train a horse or a dog in a much more sensible way than they do their own off-spring.

The little girl in the street car was well dressed, intelligent, and evidently naturally of good disposition, but there were traces of lines around the eyes and in the forehead, out of place in one so young, and she plainly felt bothered, nagged and weary. Many a teacher could give this mother valuable pointers on child training, and any one who is in the habit of using similar methods in the schoolroom, would promise herself never to do so again, if she could have heard and seen this mother and child.

What Are You Reading?

Every one of us should be ready to respond with the name of some helpful book. A teacher who lacks the reading habit is a teacher who is not keeping himself in vital touch with the most inspiring people. It is indeed a rare mind that can afford to live alone. The genius may be a law unto himself, but for us ordinary folk the opportunity of making daily drafts on the literary treasure-houses of the world is indispensable if there is to be much in the way of fine living.

There is the book that gives a wider sweep and an added charm to the shop work. It must have its time. And there is the book that we are really reading, and that means that we are "comrading" with it for the season. It lies within easy reach so that our hand stretches out to it, as we reach for the hand of a friend.

when a leisure moment comes our way. We read the same fine pages again and again and find ourselves new beings under the magic of their touch. And then we settle down for a good hour or two if the fates are kind to us, with the author that we are following with the purpose to know him. He will claim our chief attention for the year, for we are not going to make the dreary mistake of "general reading." Quite before we know it we shall find ourselves with literary opinions. And that, in the phrase of an English friend, will be "not altogether bad, you know."—John W. Cook in School News.

Spurious "Nature Study."

Mr. Aiton, State Inspector of High Schools for Minnesota, is doing some first class editorial writing in his journal, School Education. In a recent number we find this:

Miss Soule, of Brookline, Mass., has written a paper on the untruthfulness of much of the material designed to interest children in nature. She questions the propriety of calling a cow "kind" because it gives milk for the child to drink. Some may think this criticism unwarranted. Little ones are allowed and even taught an affection for the mythical Santa Claus, because of his gift-bringing. Why not, then, ascribe benevolence to a real cow? Must we always be coldly scientific and accurate in speaking to the child of nature and her doings? Must we explain to the little girl that the reason the cow furnishes its milk to the household instead of to the calf is not from any kindly feeling, but for the same reason that the calf is furnishing veal cutlets to the same household?

Doubtless there is much ineffable

twaddle indulged in by teachers in their endeavor to teach nature. There is a sort of spurious thankfulness among young and old. We can imagine a wolf, just before he eats his lamb supper, thanking the wolf deity! Ruskin in his "Sesame and Lilies," tells children that much of their thankfulness is mere complacent, egotistic selfishness. The Pharisee has many descendants. Often children make the mistake of supposing that nature is affectionately caressing them, and they are rudely shocked to find how inexorably nature's laws crush the ignorant, even if innocent, transgressor.

The other day children were reading in a class a poem which spoke of the "busy" brook. "What lessons may we learn from the poem?" said the teacher. "To be always at work," said a boy. Well, well, we thought, if the brook worked, it would have to try to run up hill. It is an example of the laziest kind of an existence, merely following the path of least resistance.

Successful activity is a combination of following and fighting nature. The child must not be taught that "all nature pleases and only man is vile," nor must he be made to fear nature. We remember an old and happily forgotten hymn which struck terror to our boyish heart. It ran in this wise:

Dangers stand thick through all the ground
To push us to the tomb;
And fierce diseases wait around
To hurry mortals home.

Even yet, as we pen these words, we seem to see the glaring eyeballs of the "fierce" diseases as they haunted our childish imagination.

Of course much of nature's cruelties are self-extirminating. Longfellow's "long and cruel winter, "combined

with the destructive combustion of coal, is beautiful with scenes of domestic joy.

There are the poetic view of nature and the practical view. Neither should be lost sight of. Pines "murmur" and make saw logs. Brooks "laugh" and turn wheels. Dews weep the absence of the sun and give rheumatism. "Moonbeams gild but to flout the ruins gray." The teacher should carefully avoid such a presentation of nature that the child will go out of school to learn by bitter experience that nature's laws are neither benevolent or malevolent. Somewhere he should be taught to see the infinite indifference of nature to human needs, as such, and the infinite possibilities of success by a mastery of nature's laws.

Parallel Parables.

THE TWO PAPERHANGERS.

Once upon a time there were two Paperhangers, each of whom Sallied Forth to Pursue his Occupation.

One of Them, on Reaching the Room he was about to Decorate, began to Prepare his Materials, but stopped to Gaze from the Window at the Passers-by.

He resumed his Work, but Paused again to Contemplate the Ceiling and to Wonder whether he had Chosen his Colors Wisely.

Then a Few Words on a Newspaper, which was round his Bundle, caught his Eye. He Began to Read, and thus he Dawdled until the Morning had Passed away and his Work was Scarcely Begun.

The Other, being of a Bustling, Active Temperament, flew at his work so Vigorously and Hastily that he Upset his Pastepot.

He Rushed away for More Paste, and

Soon Returned, but he Applied the Paste to his Paper so Rapidly that the Paper was torn and spoiled. He was Obliged to go out and Match the Paper, and thus the Hours Flew By and Little was Accomplished.

This Fable teaches that Procrastination is the Thief of Time and The More Haste the Less Speed.—Carolyn Wells in Life.

Mathematical Spelling.

EIGHTH GRADE.

equation	volume	coefficient
mathematics	example	exponent
mathematical	prism	separated
algebra	area	horizontal
arithmetic	altitude	series
operation	height	numerical
factoring	integer	positive
quantities	integral	negative
divisor	processes	aggregate
difference	represent	regarding
certain	alphabet	cancel
respectively	algebraic	process
distance	indicate	absolute
rectangular	preceding	increased
together	inequality	customary
general	parenthesis	vertical

SEVENTH GRADE.

percentage	investment	comparison
per cent.	annual	requiring
relations	realize	condition
quantities	income	comparing
commission	dividend	credited
brokerage	premium	balance
insurance	purchase	equivalent
customs	profitable	imported
interest	increase	invoice
proportion	speculator	receive
partnership	discharge	tariff
payment	remainder	collector
solution	expenditure	transaction
problem	deposit	similar

SIXTH GRADE.

oblique,	including	dimensions
parallel	masonry	delivered
perpendicular	mortar	anthracite
surface	course	cistern
obtuse	digging	standard
acute	cellar	constructed
polygon	excavating	reservoir
solution	average	hogshead
construction	joist	surface
measuring	timber	discharged
compound	scantling	liquid
denominate	cubic	avoirdupois
triangle	rectangular	difference
area	capacity	longitude
definition	diameter	remainder
volume	diminished	received

FIFTH GRADE.
fraction
numerator
denominator
decimal
common
problem
integer
practice
prism
repeated
examples
factor
multiplied
estate
purchase
wagon
engaging
difference

FOURTH GRADE.
relation
equals
ratio
ounce
pound
dozen
measure
square
addition
multiplier
exceed
area
surface
received
payment
certain
construct
collecting
discount
another
together
property
volume
fraction

THIRD GRADE.
water
pieces
contain
reduce
amount
dealer
wholesale
gallons
increase
bushel
different
profit
bought
minutes
oranges
larger

SECOND GRADE.
bushel
gain
quart
dollar
inches
gallon
children
peck
ounce
large
number
lost
piece
pint
apples
there
worth
month
sold

FIRST GRADE.
equals
less
three
four
five
many
years
more
six

—School Weekly.

Suggestions on Institute Work.

Touching the scope of work in a teachers' institute, and the unwisdom of trying to cover too much ground, the South Dakota Educator says:

It is impossible for the institute to give very much academic instruction. It ought not to be attempted. To cover the amount of work often outlined for a two weeks' session would defeat the purpose of the institute as a school of methods. The instruction in the common branches should be model lessons in teaching, exercises illustrating the method of presenting the subject, not an attempt to crowd the greatest amount of information into the shortest time.

The professional instruction is often too profound for the average teacher, and too abstract for him to make any practical application of it. The instructor in psychology, recently from college, perhaps, may seek to create a high opinion of his scholarship by being exceedingly abstruse. A very elementary study of psychology is sufficient to enable the teacher to understand the essential, guiding principles of teaching. When any psychological truth is presented, its application to teaching should be clearly illustrated. Elementary applied psychology should be taught in every institute, with special emphasis on the application.

There is a great abuse of the note-book in the institute. There can not be very much educational value in copying in a book what some instructor says or puts on the blackboard. However carefully the instructor may gather and arrange facts, rules and principles for dictation to the teachers in the institute, this material will not compare in value with a good text-book that some man, well fitted for such work, has spent years in perfecting.

"To teach is to inspire and guide." Every institute exercise should arouse thought and give it direction; should inspire teachers with professional zeal and enthusiasm. In this lies its greatest value. The kind of note-book work referred to is wholly lacking in inspiration and is quite barren of any good results. The note-book has a use; the protest is against its abuse.

It is contrary to sound pedagogical principles to hold the teachers of an institute through six or eight recitation periods a day. It would be much better to reduce the number of subjects, add to the quality of the instruction, and increase the interest of the teachers. One hundred dollars a week is better spent for two in-

structors than for four. As far as possible the work of the institute should be done by men and women with whom it is an inspiration to come in contact, whose spirit diffused among the teachers is of equal value with the instruction.

Seen In the City.

BY ELBRIDGE H. SABIN.

The view from the window of an elevated train in any of our large cities could furnish the text for many a sermon. A few days ago we thus rode south from the heart of the business district of Chicago. At first the way was along the bottom of a cañon, walled on either side by buildings stretching up till they seemed almost to meet in the smoky sky, and we looked into the windows of stores and offices where men work from morn till night under the glare of the electric light, seeing as little of sunshine as the miner who toils beneath the surface of the ground. Then we passed through the district, half business and half residence, of pawnshops, second-hand stores, lunch rooms, "family entrance" saloons, cheap lodging houses, dilapidated flats, apartments and tenements "with no front but the back, and that right up against the railroad," as a friend, with a look of sympathy on her sensitive face, pointedly remarked; then out into the region of homes of comfort, where the pavements were clean, the lawns well kept, the houses not crowded together, and where the neatly clad nurse girl on the cement sidewalk slowly wheeled the daintily gowned baby up and down for his morning airing.

Finally we reached Jackson Park. Here the rays of the September sun rested gently on the foliage just touched by the first frost of autumn, on the close-clipped sward, the gravel paths and the

glistening spray from the fountain, while in the distance the blue-green waters of the lake stretched far away to meet the still bluer sky. But our thoughts would go back to the noise and turmoil of the smoky city and the wretchedness and misery of "the homes which are not homes."

The view from the car window haunted us. Women whose faces were seamed and wrinkled, though still young in years, with towels wrapped around their heads, plied broom and brush in vain effort to remove some of the constantly accumulating dust and dirt, or hung out clothes to dry on lines stretched from post to post of the porches which rose tier on tier from the filthy court below. Men, stolid and slovenly, slouched up and down the endless course of stairs, or loafed along under the tracks or on the streets, in the dullness and apathy which comes from fruitless toil and constant contact with vice and want.

And the children, the little children, who looked from window, porch and stair, from alley, court and street, were ever with us. Here two boys, bareheaded and barefooted, with bright eyes and dirty faces, chase each other back and forth across the street, dodging in front of rushing cable cars and between the very wheels of the heavy drays. There, on a box in one corner of a gloomy yard, littered with tin cans and rubbish, sits a crippled lad, silent and alone, his peaked face with its large, pathetic eyes upturned towards the interwoven mass of tracks and wires and the one small patch of blue which these "prisoners call the sky." Here, in a tiny chair by a store door, is a little girl with a woman's face, and in her arms she rocks to and fro her brother, scarcely smaller than herself. There, flat on the ground, lies a baby,

half naked, wailing, and wriggling in the dust, while the mother near by unconcernedly bends over the wash tub and energetically rubs a handful of soiled clothes up and down the corrugated board. On every hand are sights to make an angel weep.

It is too late for the men and women, but not for the little ones. Their need is not charity, but preparation, encouragement and opportunity. Let us not forget. This is the one great mission of the common schools of the United States—not to train to the highest point of mentality, not to fit for higher institutions of learning, not to make professional men and intellectual women, or even money-getters, or statesmen, but to gather into its wide-spreading arms the waifs of the street, the children of wretchedness, neglect and crime, to train their minds and bodies, side by side with the children of the more fortunate, in methods of right living and right thinking, and to send all forth together, able and anxious to make and preside over homes of cheer and comfort. The teacher who is thinking and acting to this end is erecting "a monument more lasting than brass" and will receive a reward more precious than gold.

It is high time that somebody with a voice that could command a hearing should speak in protest against the twaddle that, in the name of nature study, is being dosed out to our children by our perhaps earnest but certainly ignorant and nauseatingly sentimental primary teachers. Leave the child, in his wonder age, to wander at will in the wonderland in which God has placed him; but if he must be "taught" about these things, for heaven's sake teach him truth and not lies—give him facts, and not sourious sentiment.—Florida School Exponent.

The Vice of Extravagant Statement.

Teachers are peculiarly prone to overstate both the faults and the excellencies of what they see when visiting other teachers; probably the reason is that so many teachers lack poise; they easily become infatuated with new methods, devices or philosophies or they are so wedded to their own idols that they cannot look with toleration upon disturbing innovations. Much that we have read in recent years about the excellence of German schools is merely the product of the imagination of American visitors, stimulated in many cases no doubt by a feeling that they must find something especially good in order to justify the outlay which the inspection costs. Eminent Germans have carried to Germany equally extravagant reports of American schools.

This vice of over statement was strikingly illustrated in the case of Horace Mann's report of the schools in Scotland, which gave rise to a dispute between him and the schoolmasters of Boston. Mr. Winship calls this the greatest of educational controversies and presents in the Journal of Education this interesting account of it. In his seventh report, Mr. Mann said:

But all this—admirable in its way—was hardly worthy to be mentioned in comparison with another characteristic of the Scottish school; viz., the mental activity with which the exercises were conducted, both on the part of teacher and pupils. I entirely despair of exciting in any other person, by a description, the vivid impressions of mental activity or celebrity which the daily operations of these schools produced in my own mind. Actual observation alone can give anything approaching to the

true idea. I do not exaggerate when I say that the most active and lively schools I have ever seen in the United States must be regarded almost as dormitories, if compared with the fervid life of the Scotch schools; and by the side of theirs, our pupils would seem to be hibernating animals just emerging from their torpid state, and as yet but half conscious of the possession of life and faculties. It is certainly within bounds to say that there were six times as many questions put and answers given, in the same space of time, as I ever heard put and given in any school in our own country.

I have said that questions were put by the teacher with a rapidity almost incredible. When once put, however, if not answered, they are not again stated in words. If the first pupil cannot answer, the teacher rarely stops to say, "Next"; but—every pupil having his eye on the teacher, and being alive in every sense and faculty, and the teacher walking up and down before the class, and gesticulating vehemently—with his arm extended, and accompanying each motion with his eye, he points to the next, and the next, until perhaps, if the question is difficult, he may have indicated each one in a section, but obtained an answer from none. Then he throws his arm and eye around towards one side of the room, inviting a reply from any one: and if still unsuccessful, he sweeps them across the other side; and all this will take but half a minute. Words being too slow and cumbrous, the language of signs prevails; and the parties being all eye and ear, the interchange of ideas has an electric rapidity. While the teacher turns his face and points his finger towards a dozen pupils consecutively, inviting a reply, perhaps a dozen arms will be extended towards him from other sections or divisions of the class, giving notice that they are ready to respond; and in this way a question will be put to a class of fifty, sixty, or eighty pupils in half a minute of time.

Nor is this all. The teacher does not stand immovably fixed to one spot (I never saw a teacher in Scot-

land sitting in a schoolroom); nor are the bodies of the pupils mere blocks, resting motionless in their seats, or lolling from side to side as though life were deserting them. The custom is for each pupil to rise when giving an answer. This is ordinarily done so quick, that the body of the pupil, darting from the sitting into the standing posture, and then falling back into the first position seems more like some instrument sent suddenly forward by a mechanical force, and then rapidly withdrawn, than like the rising and sitting of a person in the ordinary way. But it is obvious that the scene becomes full of animation when—leave being given to a division of a class to answer—a dozen or twenty at once spring to their feet, and ejaculate at the top of their voices. The moment it is seen that the question has been rightly answered, and this is instantaneously shown by the manner of the teacher, all fall back, and another question is put. If this is not answered, almost before an attentive spectator can understand it, the teacher extends his arm and flashes his eye to the next, and the next, and so on; and when a rapid signal is given to another side of the room, a dozen pupils leap to the floor and vociferate a reply.

In a school where a recitation in Latin was going on, I witnessed a scene of this kind: The room, unlike the rooms where the children of the common people are taught, was large. Seventy or eighty boys sat on deskless, backless benches, arranged on three sides of a square or parallelogram. A boy is now called upon to recite,—to parse a Latin noun, for instance. But he does not respond quite so quickly as the report of a gun follows the flash. The teacher cries out "Come away." The boy errs, giving perhaps a wrong gender, or saying that it is derived from a Greek verb, when, in fact, it is derived from a Greek noun of the same family. Twenty boys leap forward into the area,—as though the house were on fire, or a mine or an ambush had been sprung upon them,—and shout out the true answer in a voice that could be heard forty rods. And so the recitation proceeds for an hour.

To an unaccustomed spectator, on entering one of these rooms, all seems uproar, turbulence, and the contention of angry voices.—the teacher traversing the space before his class in a state of high excitement; the pupils springing from their seats, darting to the middle of the floor, and sometimes with extended arms, forming a circle around him, two, three or four deep (every finger quivering from the intensity of their emotions), until some more sagacious mind, outstripping its rivals, solves the difficulty,—when all are in their seats again, as though by magic, and ready for another encounter of wits.

I have seen a school kept for two hours in succession in this state of intense mental activity with nothing more than an alternation of subjects during the time, or perhaps the relaxation of singing. At the end of the recitation, both teacher and pupils would glow with heat, and be covered with perspiration, as though they had been contending in the race or the ring. It would be utterly impossible for the children to bear such fiery excitement if the physical exercise were not as violent as the mental is intense. But children who actually leap into the air from the energy of their impulses, and repeat this as often as once in two minutes on an average, will not suffer from suppressed activity of the muscular system.

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Thirty-one Boston masters published some "Remarks" on this part of Mr. Mann's report, in which they said:

Mr. Mann informs us that the exercises in the Scotch schools were conducted in such a manner that not only the mental, but the physical energies of both teachers and pupils were called into action so violent, that, at the close of the exercises, they were all "glowing with heat" and "covered with perspiration."

We must confess, that in reading the secretary's account of what he witnessed in the Scotch schools, we were not a little troubled to divest ourselves of the idea that we were contemplating a vividly-colored picture of the imagination, and that Mr. Mann was indulging in a good-humored caricature of the modes of instruction in these schools, rather than giving a correct description of their actual appearance; and we cannot conceive how any one could have experienced any other sensation than that of being amused, at beholding pupils

during school hours, "actually leaping into the air as often as once in two mintues," or rushing up, all "covered with perspiration," after each successful encounter of wits, to assume the station of honor at the head of the class.

Unfortunately, Mr. Mann claimed that this was a literal description of what he saw, whereas he might have gotten out of this difficulty easily by pleasantly confessing that it was "substantially" correct. He claims exemption from suspicion of over-drawing the picture by saying that his "veracity and honor have never, and I pray God may never, know a stain." He then presents proofs which he claims are such as can never be questioned. But these proofs consist merely in the statement that he was introduced to these schools by Duncan McLaren, of Edinburgh, whom he proceeds to show has been a great friend of education, and a highly religious man of the evangelical faith, who wrote Mr. Mann after reading his report, that his description reminded him of some of the schools they visited. Another voucher which he presents says, "I think the account you have given is, with but few exceptions, remarkably just and correct." The effect of Mr. Mann's attempt to justify the literalness of his report must strike anyone as weakening his case, but he saves himself and wins one's sympathy and respect when in conclusion he says:

A redundancy of metaphor and illustration is a fault of my mind. Did these thirty-one masters know how much I strive against it, how many troops of rhetorical figures I drive away daily, and bar the doors of my imagination against them, they would pity rather than reproach me for my infirmity.

The "Remarks" continually assume that I approved the "organism" of the Scotch schools. Not a word intimating such approval can be found in my report. In speaking of the peculiarities of these schools, I mentioned their "fervid life" as a phenomenon, or spectacle, and described the goadings of emulation that kept the body as well as the spirit upon the

stretch. I said the pupils had a look of almost "maniacal eagerness" from which they might with much more plausibility have argued that I was in favor of a general diffusion of insanity.

The whole purpose of the "Reply to the Remarks" is to claim that he never thought of approving of the Scotch school methods. To this they replied effectively, quoting Mr. Mann where he says:

"Not a word intimating such approval can be found in my Report," and then from his Seventh Report,— "The Scotch thoroughness furnishes a model worthy of being copied by the world. But all this—admirable in its way—was hardly worthy to be mentioned in comparison with another characteristic of the Scotch schools; viz: the mental activity with which the exercises were conducted, both on the part of teacher and pupils." Not a word of approval!

Boys, What are You Going to Do About It?

The Chicago Royal Trust Company's bank has substituted thirteen young women in responsible places formerly held by young men. The cashier of the bank says:

They get the same pay the men do, and are satisfactory because they keep regular hours and are willing to work hard with trifles. They like to work here, and we like to have them.

This means that in the strenuous business life of today there is no place for triflers. Men in responsible positions can not play with their work. Nature designed night as the store-house of energy to be employed in the day. Young men are apt to say that if they are at their desks at a fixed hour in the morning, it does not concern their employer what they may do with the hours not devoted to business. But the employer says he wants his clerks at their best. He wants them to come to work with all their wits about them. If we admit that the employer may be too exacting, the fact remains that there are more young men in search of bank positions than bank positions in search of young men.

It is not improbable that these young men have lost the opportunity of their lives. Bank clerks discharged for cause are not as a rule in great demand in other banks. They fall out of the procession, and unless they have money are compelled to take such work as they can find to do.—Exchange.

Selection for Study.

SIXTH OR SEVENTH GRADE.

STUDY OF THE POEM AMERICA, OH MOTHER OF A MIGHTY RACE.

To the teacher—Pupils can be led to study good literature. Experience proves that formal analysis alone will not create an appetite for pure, abstract thought. This poem will test the ability of pupils in this grade to grasp figurative language and the use of grammatical elements. Encourage free discussion by the pupils.

1.

Oh mother of a mighty race,
Yet lovely in thy youthful grace!
The elder dames, thy haughty peers,
Admire and hate thy blooming years.
With words of shame
And taunts of scorn they join thy name.

2.

For on thy cheeks the glow is spread
That tints thy morning hills with red;
Thy step—the wild deer's rustling feet,
Within thy woods are not more fleet;
Thy hopeful eye
Is bright as thine own sunny sky.

3.

Ay, let them rail—those haughty ones,
While safe thou dwellest with thy sons.
They do not know how loved thou art,
How many a fond and fearless heart
Would rise to throw
Its life between thee and the foe.

4.

They know not, in their hate and pride,
What virtues with thy children bide;
How true, how good, thy graceful maids
Make bright, like flowers, the valley-shades;
What generous men
Spring, like thine oaks, by hill and glen.

5.

What cordial welcomes greet the guest
By thy lone rivers of the West;
How faith is kept, and truth revered,
And man is loved, and God is feared,
In woodland homes,
And where the ocean border foams.

6.

There's freedom at thy gates, and rest
For earth's down-trodden and opprest,
A shelter for the hunted head,
For the starved laborer toil and bread.
Power, at thy bounds
Stops and calls back his baffled hounds.

7.

Oh fair young mother! On thy brow
Shall sit a nobler grace than now.
Deep in the brightness of thy skies
The thronging years of glory rise
And, as they fleet,
Drop strength and riches at thy feet.

8.

Thine eye, with every coming hour,
Shall brighten, and thy form shall tower;
And when thy sisters, elder born,
Would brand thy name with words of scorn,
Before thine eye,
Upon their lips the taunt shall die.

—W. C. Bryant.

FIRST STANZA. What is meant in the first two lines? What nations are the "elder dames"? Why say "blooming years"? How is the phrase "thy haughty peers" used? How are the other phrases in the stanza used?

SECOND STANZA. What is the subject of the principal sentence in the first two lines? Mention the subordinate clause in these two lines. Why is "Thy step" compared with the speed of the wild deer?

THIRD STANZA. Define "rail." What is meant by "those haughty ones?" What is the antecedent of the pronoun "They"? What kind of adjunct is "to throw its life between thee and the foe"?

FOURTH STANZA. What is the antecedent of the pronoun "They" in the first line? What is meant by "thy graceful maids"? What is meant by "like flowers in the valley-shades"?

FIFTH STANZA. What is meant by the second line? What does the line modify? What is meant by "In woodland homes"?

SIXTH STANZA. What is meant by "down-trodden" and "opprest"? Why is the "starved laborer" entitled to rest his "hunted head" here and receive bread?

SEVENTH STANZA. What kind of phrase is "Oh fair young mother"? What does "as they fleet" modify? What is meant by "On thy brow shall sit a nobler grace than now"?

EIGHTH STANZA. What is meant by "with every coming hour"? Why say "sisters"? In what light do the European nations now regard America?

J. N. Patrick.

St. Louis, Mo.

Two or Three Common Mistakes.

Every person of culture admires correct language for its own sake, though admitting that the thought is of far more importance than its clothes, just as a woman is of more importance than her best gown. She enjoys the gown and we like her best in it, but if she is vain and frivolous, fit only for compliments and cards, we admire more her plainly-dressed sister who has the great interest of the world in her large heart.

All this to call attention to a little slovenly English that is often heard. The young man or woman who never says "had ought" will, when one says, "you ought," reply, "Yes, I know I had."

A club woman attending the Federation was heard to say, "had went," and another such woman says, "I done it."

"Cupola" is too much for many people and "bouquet" is its companion in misery—if words can feel. But what is worse than all is the increasing use of "like" for "as." A school teacher has been heard to say, "like I do," for "as I do." Is it possible that our English "like" will come to have as wide a use as the German "wie," which corresponds to it?

It is said that philologists trouble

themselves very little about slang and the misuse of words, claiming that it is by such means that language grows. The writer of this protest was once (when much younger) bold enough to ask Richard Grant White about a certain expression very common, but probably incorrect, intimating that if the request was too troublesome the letter containing it should be at once consigned to the waste basket. Instead of this the learned man wrote an exceedingly crusty letter in reply, in which among other things he said: "I have never written a word about grammar, except to say that in English it hardly exists, and should not be taught, and I throw grammar to the winds and grammar books into the fire." And yet in spite of the learned Richard, there is an English which we all recognize as correct and would like to use, and the study of grammar is one of the roads to its attainment.—E. T., in *The Moderator*.

A Few "Gumption" Questions.*

Don't ask them all at once, but try one or two occasionally and they will act as mental whetstones.

(1) What was the longest river before the Amazon was discovered?

(2) A sack of wheat weighs 40 pounds and half of its own weight; how much is it worth at the rate of a cent and a half for each pound and a half?

(3) How many cubic feet of earth is in a post-hole which is 12 inches square and two feet deep?

(4) If two men standing on a tower can see 6 miles, how far can 4 men see when on the same tower?

(5) A bolt of cloth is 40 yards long; if a tailor should cut off a yard each day, in how many days would he reduce it to pieces of one yard in length?

(6) A room is 12 feet square and 10 feet high; if half the floor is carpeted and $\frac{3}{8}$ of the

*For other material in the way of curiosities to stimulate thought and excite interest, see "Curiosities for the Schoolroom" No. 6 of Gillian's Quarterly.

ceiling is painted blue, how many more square feet in the ceiling than in one of the 4 walls?

(7) One horse can jump a fence 5 feet high; how high a fence can 4 horses jump?

(8) A log is 30 miles from the sea; each day it floats down the river 8 miles, but in turn is pushed back by the tide 3 miles. In how many days will it reach the sea?

(9) A horse weighs 1200 pounds standing on 3 feet; how much does he weigh standing on 4 feet?

(10) In what direction does the wind always blow at the south pole?

(11) One horse can jump a ditch 9 feet deep; how deep a ditch can 8 horses jump?

(12) Substitute *wide* for *deep* in No. 11.

(13) Where does the new moon rise?

Transposing Subjects and Predicates.*

Try to make transpositions that will be pleasant to read and to hear and will be clearly understood.

THE NEW YEAR.

With shouts and laughter comes the new year. Following after come twelve long months.

- (1) All in white is January.
- (2) Short and bright is February.
- (3) Tearing round goes breezy March.
- (4) But no sound makes tearful April.
- (5) With flowers crowned, May brings a pole;
- (6) And roses o'er the ground strews June.
- (7) Independence Day brings July;
- (8) But too warm for play is August.
- (9) With fruits and sheaves comes September.
- (10) In colored leaves October's dressed.
- (11) O'er the hill marches November,
- (12) Scattering leaves with wind and chill.
- (13) With Christmas December comes last;
- (14) And past have hurried all the months.

The twelfth line may be left as it is.

In the fifth, tenth and thirteenth lines the subjects are in the middle of the predicates.

Write the whole out neatly. Do you like the sound of your arrangement better than the printed one? If you prefer your plan of writing the lines, tell why you think it better than the printed version.

To the teacher—A paraphrase which results in better form than the original is

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not objectionable. This, however, is not intended as a paraphrase, but as a special exercise to develop and improve the discrimination of the pupils in sentence forms. At this stage of language study of grammatical technique is not essential to the discrimination of the essentials of a sentence. The thing thought about, and what is thought or said of the thing,—these are the essentials. They may be distinguished by young pupils.

Sentences in the natural order and simple should be improvised by the teacher. As soon as the pupils are able to distinguish the two parts of easy sentences, the inverted forms may be given as follows: Continuous composition should be used as far as practicable. If the pupils find difficulty in distinguishing the parts of an inverted construction, they should be required to change the sentence to the natural order. They will find interest in this and get a clearer insight into the sentence meaning.

Point out the subjects and predicates in the following:

A thirsty fox jumped into a well to drink.
He could not get out again.
Along came a sober looking goat.
Down into the well jumped the goat.
Up jumped the fox on the goat's back.
Then out of the well jumped the fox.

Write each of the following sentences so that the subject comes last.

The whip goes crack.
The horse goes round and round.
The rider stands on his back.
The horse gallops faster and faster.
The man jumps through the hoop.
The performance is ended at last.

Read the following fable in such a way as to change about or transpose the subject and predicate of each sentence.

THE TWO GOATS.

On a narrow ledge of rock met two goats. Below and on one side was a deep chasm. On the other side of the path was a high wall of rock. How to pass each other in safety and without one or the other being crowded off in the effort was the question. To return the way they came neither was willing. For

some time, looking at each other threateningly, stood these two stubborn fellows. At last down lay one of the goats. Over him bounded the other, and both went on their way rejoicing.

The above fable is sometimes told in such a way as to teach the sad effects of quarrelsome stubbornness. Suppose the goats met on a very narrow bridge spanning a gorge, and that they tried to pass each other by force or by fighting. Tell the fable in that way. Think out each sentence carefully before writing it.

Professor Triggs and the Poets.

In the Rockefeller University at Chicago is a professor called Triggs, who recently announced that nearly all the hymns used in our churches are neither poetry nor literature, and that many of them are mere doggerel. This brought the gentleman a little cheap notoriety, and enabled him to see his name in print in the newspapers frequently for a few weeks. Not content with this he made another literary discovery to the effect that as poets Longfellow and Whittier are "no good." Whereupon E. N. L., in Life, goes on a voyage of discovery in the dictionary and touches up Mr. Triggs and the town in which he lives to the following tune:

(Trig—"A BLOCK OF WOOD."—Webster.)

O Triggs,
What jigs!
At making culture hum
You're "quite some!"
O Triggs,
Those digs
At Longfellow
Are too "yellow!"
It would be prettier
To let Whittier
Requiescat
Where he is at.
O Triggs,
We prigs
Think when you're bigger
You'll be slower on the trigger.
Go slow,
Chicago,
Just grow.
Make Triggs
Talk pigs!

An Out Door Arithmetic Lesson.*

The B class, or seventh year pupils, seemed a little lazy one afternoon; the weather was warm for the season, the air somewhat sultry, and had the teacher made an open confession she would have acknowledged that she, too, had a touch of the "spring fever;" the lines on the board looked hazy, the recitation proceeded indifferently; she felt the need of a change. At the signal for "position," the whole school sat bolt upright.

"I want the primary pupils to measure the platform at the well, and the foundation dimensions of the coal house; the intermediate and advanced sections will please go with me to the yard, with slates and pencils; put on your hats and bonnets, and as you pass out I'll hand each one a rule." (Rules had been supplied by an enterprising hardware firm, and these were kept at the desk when not in use.) In less than two minutes all were on the grounds, laughing and chatting, but wondering what was going to be done with the rules.

The teacher stepped to the coalhouse, where she found a piece of pine fencing board fifteen inches long; by means of a hatchet and the aid of Edward and Harry she split out a half a dozen square sticks, having Frank and Harlan sharpen one end of each with their jackknives. These sticks were handed the girls and they were told to drive them into the ground until they were exactly *one foot* above the surface. When the girls were sure they had obeyed instructions, they were asked to measure the shadows cast by the upright

*From Riffle Creek Papers and Little Sermons for Teachers by S. Y. Gillan. Copyrighted

sticks; the results were recorded; then the teacher asked each to show the *equivalent of the actual height of the sticks, in shadow*; this puzzled them a little, but Mabel wrote, 1 ft. in height = $2\frac{1}{2}$ ft. in shadow; "oh," exclaimed half a dozen in chorus, "I see now." After a little chat, the teacher said she would like to know the height of the walnut tree, the large maple and the red oak; Ada and George may find one, Mary and Harry another, and the others will find the height of the red oak.

In her usual quiet way the teacher stood by, watching the movements of the little party, noting what plan each employed to get the results. It was not long until the shadows were measured and Clare had secured an answer. Others gradually, though certainly, reached the same conclusion, and the teacher felt that the little diversion "more than paid."

She tapped the bell and all went to work with renewed vigor; the primary class came forward with its results of measurements, and diagrams were drawn to illustrate the platform and the coal-house (ground plan). Then followed measurements of books, desks, slates, etc., all tabulated in the neatest form possible for pupils of their attainments; all at once Bertha (in the intermediate division) held up her hand and, with sparkling eyes, said, at the nod of the teacher, "Miss Muggins, won't the length of the shadow change as the sun goes down?" "What does the class say about this?" said the teacher; some said it would, while Anna said, "I don't think it would make any difference in the answers." "Why?" said Harry. "Because the

shadow of the stick would be longer, too," said Anna. "At 3:55 we will go out and test it," said the teacher.

A FEW PEDAGOGICAL QUESTIONS.

- (1) Did the teacher do wrong to break her program in this manner?
- (2) What did the prompt response to the command, "position," indicate? Is it of value? In what way?
- (3) Are short, pointed commands of educational value? If so, why?
- (4) Would you have told the pupils what they were to do before they were sent out? Why, or why not?
- (5) Why did she have the girls set the stakes?
- (6) Why secure the equation before the measurement of the tree was begun?
- (7) Why did she not herself take the lead in the work?
- (8) Did Bertha's intrusion upon the class work indicate a want of system and order in the school, or did it imply that the teacher had a hold on the school? (Study this a little before answering.)
- (9) What was the value of the second measurement?
- (10) What law in mathematics did this work fix in the minds of the pupils?

The Monkey's Point of View.

A Naturalist came upon an Ourang-Outang while the latter was taking his siesta under a banyan tree in a forest. The Naturalist viewed him for a time in silence and then apostrophized him thus:

"Base brute, thou liest there with no thought beyond the gratification of thy instincts. Insensate animal! Thou hast never had the glorious privilege of eating of the fruit of the Tree of Knowledge of Good and Evil."

"Pardon me!" said the Ourang-Outang, awakening suddenly, "I've had a few nibbles. Several years ago, a Scientist visited our wood, and he and I became quite chummy. He was always urging me to evolve and contended that it was quite an easy job. All I had to do, he said, was to strike fire with flint, make some stone implements and mud pottery, and haul off my neighbor's wife, thus establishing the sacred institution of the Family; but I have a strain of caution in my blood, and, as you see, I have

rather a tidy berth here, so I demurred at the idea of exerting myself so tremendously for the doubtful good of obtaining something he called 'Progress.'

"Well, the more I hung back, the more the Scientist urged and coaxed; so we finally decided that if he would pay all the expenses, I would take a trip around the world with him, study various phases of civilization, and then, if I thought the game worth the candle, I would evolve for him while he waited.

"I never was so fagged in my life. He hauled me over land and sea and showed me pleasures and palaces, steam yachts and automobiles, libraries and pictures; wine, women and song; in a word, the kingdoms of earth.

"When I had seen them all, I said, 'Get thee behind me, Satan. This splendid civilization is a masterpiece, but a masterpiece of fools. Half of the civilized toil that the other half may play various silly games that they call Society, Power and Fame.'

"What did he reply to this?" asked the Naturalist.

"He had no time to make reply," answered the Ourang-Outang. "Knowing him as well as I did, I was sure that he would convert the entire Bander-log people to his views and have all the monkeys in the country doing various stunts in their frantic efforts to evolve; so I simply cracked his head open with a cocoanut, and disposed of the question without further argument."—Mrs. Wilson Woodrow in *Life*.

Three Good Rules.

First. Put off till to-morrow all unimportant matters and then forget them.

Second. Decide promptly on first impression most of the things that are to be decided at all.

Third. Momentous matters should be weighed carefully. Most of us wear and worry ourselves out over trivial affairs that have no claim upon our time or energy.—Thomas M. Balliet.

A Broad Americanism.

Senator Hoar, of Massachusetts, was invited to make a speech in eulogy of President McKinley at a memorial meeting held in Worcester; he declined the invitation saying he had "never questioned his absolute sincerity; his devotion to the public welfare; his love of liberty, and his duty as God gave him to see it," but the Senator said he thought that it would be in better taste for some one to make the speech who had been in accord with the late president's views on the Philippine question. Senator Hoar in a recent speech voiced the following sentiment which, coming from a New Englander, indicates an exceptionally broad and liberal view and a remarkable faith in the different elements that make up the American people. He said:

Amid the sorrow and the mourning and the tears, amid the horror and the disappointment and the baffled hope, there comes to us from the open grave of William McKinley a voice of good omen! What pride and love we must feel for the republic that calls such men to her higher places! What hope and confidence in the future of a people, where all men and women of all parties and sections, of all faiths and creeds, of all classes and conditions, are ready to respond as ours have responded to this emotion of a mighty love. You and I are Republicans. You and I are men of the North. Most of us are Protestants in religion. We are men of native birth. Yet, if every Republican were to-day to fall in his place, as William McKinley has fallen, I believe our countrymen of the other party, in spite of what we deem their errors, would take the republic and bear on the flag to liberty and glory. I believe if every Protestant were to be stricken down by a lightning stroke, that our brethren of the Catholic faith would still carry on the republic in the spirit of a true and liberal freedom. I believe if every man of native birth within our borders were to die this day the men of foreign birth, who have come here to seek homes and liberty under the shadow of the republic, would carry on the republic in God's appointed way. I believe if every man of the North were to die the new and chastened South, with the virtues it has cherished from the beginning of love of home and love of state and love of freedom, with its courage and its constancy, would take the country and bear it on to the achievement of its lofty destiny. The anarchist

must slay 75,000,000 Americans before he can slay the republic.

The following is published in the Journal of Education, from the pen of a prominent Catholic whose name is withheld, but all who read his presentation of the subject will recognize the fact that he is an able writer. The article is a distinct contribution to a more intelligent view of a controversy which has done much to retard the growth of a broadly sympathetic Americanism, a controversy which on both sides has tended to narrow the view to "me and my wife, son John and his wife, us four and no more." The essay is entitled:

A CATHOLIC VIEW OF THE SCHOOL QUESTION.

The parochial school is not pleasing to many of our "native-American"-separated brethren. They regret that all the "children of the republic" are not put through the public schools. When questioned as to their reason why, they tell us something about the parochial school "perpetuating sectarian lines" and arresting the influence of Americanizing forces.

This may be prejudice. We have a notion of our own—which may be a prejudice also—that this feeling against parochial schools is itself an outgrowth of sectarianism. The "Americanism" about which it assumes solicitude looks like the Americanism of the American party—largely a matter of antipathy to the Catholic church. There are no grounds for thinking that children taught in the parish school will be less American through the circumstance that they are drilled in their catechism. But they may be more Catholic, and that may be the trouble.

With those who cherish this objection to parochial schools, the public school has value and merit as a religious machine. They look upon it as a solvent of creeds. It has a mission to break down differences of dogma and induce a certain community of religious opinion. Perhaps they are

right in their estimate of its influence in this respect and perhaps they are not. But in either case they are in the position of people with a missionary ax to grind.

Americanism properly has nothing to do with the leveling or the perpetuating of sectarian lines. Patriotism is just as likely to exist among Catholics as among Protestants, and among a nation of many creeds as among a nation whose religion is the result of fusion. Americanism, as we understand it, professes to be broad and tolerant; it is a charter of agreement to disagree, not a narrow purpose of tolerance in order to bring about religious conformity.

The "state" here is the people collectively, over whose action parties and politicians and office seekers have chief sway. The "church" is the aggregation of congregations, over whose thoughts and determinations the clergy are most influential. There are, of course, other meanings which such terms as "church" and "state" may have under other circumstances. But when church and state conflict, the meanings which are here given may be considered practically correct. Both church and state are organizations composed of people, and their conflict with each other is virtually the people vs. the people or the priest vs. the politician.

Public schools are institutions supported by the people as a state; private or parochial schools are institutions supported by the people as a church.

If the people did not believe in public schools, the state would not sustain such a system. If the people did not believe in parochial schools, the church could not sustain such a system. It is fair to say, therefore, that both systems have a popular basis. If the parochial system were threatened, thousands of people who believe in that system would rally about it. To oppress it would be an oppression of a large minority of the people. To suppress it would be a blow at the liberties of the people, quite as much as at the vagary called "priest-craft."

It would be equally true if the conditions were reversed, and the church

were an aggressor upon the systems and institutions of the state.

Whatever ought to be the case where there is conflict between church and state, we know from a reading of history and a survey of the probabilities what the actual result is. The people as the state *vs.* the people as the church win or lose in the long run according to the justice of their respective contentions.

Such conflicts are rare in this country, because of a well-settled intention of the people-as-a-whole to keep church and state as separate as possible. The American tendency is to leave as much as possible to the great voluntary agencies of which modern society is so replete. Every once in a while philanthropy, making a fetish out of legislative enactment, attempts some remedial measure which had better be dispensed with. Compulsory education, whether as a church or state enactment, is hardly necessary for either. Both church and state do well to provide the facilities of education. But that is enough.

In the transitional social state through which the Catholic population is passing, it has transpired that in all our large cities from twelve to forty per cent. of the teachers employed in the public schools are Catholics. Our Catholic congregations are a large proportion of the middle class whose daughters must labor as well as the sons; and the Irish-American Catholic population—in point of education and energy far in the lead of all the emigrations—has turned an army of its young women into the schools to teach the children of all the later arrivals.

To the casual observer there is something of contradiction in the attitude of the Catholic church as currently understood towards the public schools and its acquiescence in Catholic teachers so largely holding and seeking employment therein.

We say "the attitude of the Catholic church as currently understood." As a matter of fact, the current understanding of the attitude of the Catholic church towards the public schools is a misunderstanding. If the church were opposed to the public

schools, she could not consistently allow her members to teach therein. There would be more sin in allowing Catholic teachers to officer and promote the public school than in allowing Catholic children to attend them. If these institutions were godless, damnable, contaminating, and destructive of morals, it would be a greater crime to let Catholic teachers continue agents of the system than to tolerate Catholic children becoming victims thereof.

The attitude of the church is not one of opposition to the public schools. She merely declines to accept them as the highest development of modern educational purposes. Their plan, in so far as it excludes religious training, seems to the church to be incomplete. But she would not wipe them out. She is no educational nihilist. She recognizes their usefulness so far as they go. Nor would she hamper them. She does not recall the army of teachers, who are her spiritual children, from service in the public schoolrooms. The action of the church is confined merely to constraining her own members to prefer, wherever there is a possible choice, schools which more nearly meet her conception of complete education. It may be true that in the process of this persuasion, individual instances have transpired of attacks on the public schools that manifest more zeal than judgment or truth; but the errancy, as we have said, was in zeal and not in policy or sober opinion. We wish that the Protestants who believe that Jesuits have stilettos and that convents imprison unwilling novices were as few as the Catholics who take any stock whatever in the idea that moral contamination and virulent infidelity abide in the public.

Exercise great caution in the case of questioning children about their physical condition. There are few communities that will permit the asking of indelicate questions. There is much greater chance to do harm than good in these examinations. Let somebody else make the mistakes and suffer the consequences. You will have troubles enough of your own if you teach a good school.—Winship.

Re-arrangement.

Complete the lines to the left by joining to them the proper set of words in the list at the right.

BUSY CHILDREN.

Planting the
Helping to
Feeding the
Freeding the
Caring for
Driving the
We little children
Sure there is
Sweeping and
Bringing the
Ironing, and
Helping to
Taking good
Watching her
We little children
Yes, there is

scatter the seeds,
hens and the chickens,
corn and potatoes,
garden from weeds,
are busy;
work for us all,
doves and for pigeons,
horse to the stall,
washing the dishes,
make up the bed,
sewing and knitting,
wood from the shed.
lest she should fall,
care of the baby,
are busy;
work for us all.

—Canadian Teacher.

Give Them a Rest, They are Overworked?

A few years ago this journal cautioned schoolmasters who speak in public against the excessive use of the expressions "along this line—that line—these lines—those lines," and "It seems to me." Here are some pet phrases which teachers who write for publication, especially the writers of news items are over fond of, particularly when the writer has a desire to be complimentary: "the efficient principal," "able corps of assistants," "right man in the right place," "capable corps of assistants," "a great (or decided) success," "interesting and enthusiastic" (referring to meetings).

Brethren, let us be temperate in all things, even in the use of chestnuts.

A Wonderful Cave.

Near Hot Springs, South Dakota, is a remarkable cave known as Cave of the Winds. Out of it issues a very strong wind, but after one enters the cave the air current is not noticeable. When the State Teachers' Association met at Hot Springs, most of the members visited this cave, taking a route of about seven miles through its chambers, and this was not by any means the full extent of the cave. Some rooms are very large, with

ceiling 90 feet high. Beautiful stalagmites and stalactites, some of them of fantastic forms, are seen in many of the caverns.

There are box-like formations on the walls, very much resembling boxes in a postoffice. One large chamber was dedicated by the state teachers as an educational department. There is one room called Odd Fellows hall because there is a very good representation of an eye, and three links almost as perfect as a man could carve.

Curiosities and Quips**A Roosevelt Story.**

Most anecdotes of public men are without any foundation in fact. The following which is now going the rounds is probably no exception to the rule; but the story is not more than half bad, the worst thing about it being the teacher's mispronunciation:

While Roosevelt was at school it came his turn to "speak a piece." On Friday afternoon a number of the town people had come in, and everybody was expected to do his best. Young Roosevelt had selected for his declamation the well known poem, "Marco Bozarris." He made a stately bow and commenced:

"At midnight, in his guarded tent,
The Turk was dreaming of the hour
When Greece her knee——"

and there he stuck. But he started again at the beginning:

"At midnight, in his guarded tent,
The Turk was dreaming of the hour
When Greece her knee——"

but he could get no further. He coughed and blushed painfully.

"When Greece her knee——"
he repeated, and again in despair,

"When Greece her knee——"

but it was hopeless, and he looked toward his teacher for sympathy.

"Grease her knee again, Theodore,"

said the teacher, "and may be she'll go."

The whole school burst into laughter, and the future President fled mortified from the stage.

Literalness.

Teacher (to class in composition): "You should not attempt any flights of fancy; simply be yourselves, write what is in you, and do not imitate anyone."

TOMMY'S COMPOSITION.

We should not attempt any flights of fancy but rite what is in us, in me there is my stum-mick lungs hart liver lites 2 apples one piece of py, one stick lemin candy and my dinner.

The Poet and the Butcher.

Ask not why the butcher's legend
Is to me as a brand that burns—
It reads like a curse, 'tis the fate of my verse,
"Small profits and quick returns."

In Black and White.

One day two bootblacks, one white and one black, were standing on the corner doing nothing, when the white bootblack agreed to black the black bootblack's boots. The black bootblack was willing to have his boots blacked by his fellow bootblack, and the bootblack who had agreed to black the black bootblack's boots went to work. When the bootblack had blacked one of the black bootblack's boots until it would make any bookblack proud, the bootblack refused to black the other boot of the black bootblack until the black bootblack who had consented to have the white bootblack black his boots should add five cents to the amount that the black bootblack had made blacking other men's boots.

This the black bootblack refused to do, saying it was good enough for a black bootblack to have one boot blacked, and he didn't care whether the other boot that the bootblack hadn't blacked was blacked or not.

This angered the white bootblack. A fight ensued in which the white bootblack who had refused to black the unblacked boot of the black bootblack blacked the black bootblack's eye. And the black bootblack proceeded to boot the white bootblack with the boot which the white bootblack had blacked. The black bootblack wore all the blacking off his blacked boot in booting the white bootblack.

A Chicago baseball player named Chance was married last week to a Miss Pancake. He made a good catch, and she can no longer complain that she has no chance. He was a good batter and a good pitcher, and these are very useful things in a house, especially where pancakes are conoerned.—Pathfinder.

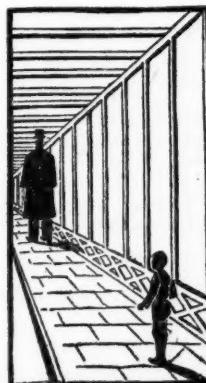
On the Ragged Edge.

The following letter was written to a publisher by a customer who had received a book printed on ragged-edged paper and with some uncut leaves:

"Gentlemen: You do not find enclosed the payment you are expecting, but you are no more disappointed than were we when we opened our package of books; for instead of finding what we bought—viz, a set of nice-finished books—we find books with edges (all except the top edge) which look as though they had been chewed off by rats, instead of being cut smooth, only they were not chewed deep enough. There were left innumerable leaves still unchewed which the reader must disconnect ere he could pursue his narrative.

"Very truly yours,

The Boy and the Man.



See the boy.
Is he a big boy?
No, he is not
very big, but
the man is big.
Do you see the
big man? How
big is the man?
The boy is as
tall as the man.

(If you doubt it,
measure them.)

Readings and Recitations.

Hassan's Proverb.

King Hassan, well beloved, was wont to say,
When aught went wrong, or any labor
failed:
"Tomorrow, friends, will be another day!"
And in that faith he slept, and so prevail'd.
Long live this proverb! While the world shall
roll
Tomorrows fresh shall rise from out the
night,
And new-baptize the indomitable soul
With courage for its never-ending fight.
No one, I say, is conquer'd till he yields;
And yield he need not while, like mist
from glass,
God wipes the stain of life's old battle-fields
From every morning that he brings to pass.
New day, new hope, new courage! Let this be,
O soul, thy cheerful creed. What's yes-
terday,
With all its shards and wrack and grief to
thee?
Forget it, then—here lies the victor's way.
—James Buckham.

Il Bel Canto.

The minstrel in his motley cloak,
With plume and floating hair,
Could turn the torches' tawny smoke to in-
cense in the air.
The dame upon the dais dreamed,
The good knight pondered near,
The man-at-arms a statue seemed that
leaned upon its spear;
And all the humble vassal throng
Were mute in groups apart,
The while he sang a fitting song for every
beating heart.
He sang of meadows, trippingly,
That dimpled 'neath the breeze;
Of kine that stood where ripplingly the waters
lapped their knees;
Of vines with clusters, amethyst,
Or orchards sagging low,
Of red moons peering through the mist when
heaped barns overflow;
Of feast-days, frequent, glad and long;
Of liege lords kind and mild,
And as the bard gave o'er his song the vassals
stirred and smiled.
He sang again—of battlefield
And puissant deeds of war;
Of splintered pike and riven shield and cloven
helmet bar;
Of glory hand in hand with death,
Of valor deified;
Of men who cheered with latest breath the
cause for which they died;
Of leaguered towns defenders held
Till plague and famine came,
And as he ceased there hoarsely swelled the
warrior's deep acclaim.

He sang again—and now his song
Moved all the listening band;
Each peasant found among the throng a peas-
ant maiden's hand;
The man-at-arms resolved to seek
The heart he longed to know;
And something touched the lady's cheek when
once—a torch burned low,
The arches' echo held it long
The raptured hush above—
The lowly, lofty, world-wide song—the earth-
old song of love.—Independent.

To One Espousing Unpopular Truths.

Not yet, dejected tho' thy cause, despair,
Nor doubt of dawn for all her laggard wing;
In shrewdest March the earth was mellowing,
And had conceived the summer unaware.
With delicate ministrations, like the air,
The sovereign forces that conspire to bring
Light out of darkness, out of Winter, Spring,
Perform unseen their tasks benign and fair,
The sower soweth seed o'er vale and hill,
And long the folded life waits to be born;
Yet hath it never slept, nor once been still;
And clouds and sun have served it night and
morn;
The winds are of its secret council sworn:
And Time and nurturing Silence work its
will.
—William Watson.

Why and Wherefore.

I know not whence I came,
I know not whither I go,
But the fact stands clear
That I am here
In this world of pleasure and woe,
And out of the mist and murk
Another truth shines plain—
It is in my power
Each day and hour
To add to its joy or its pain.

I know that the earth exists,
It is none of my business why.
I can not find out
What it's all about—
I would but waste time to try.
My life is a brief, brief thing,
I am here for a little space,
And while I stay
I would like, if I may,
To brighten and better the place.

Cease wondering why you came;
Stop looking for faults and flaws;
Rise up to-day
In your pride and say:
"I am part of the first great cause,
However full the world,
There is room for an earnest man;
It had need of me
Or I would not be—
I am here to strengthen the plan."
—Anonymous.

The Schley Case.

I've read the Schley case every day
 And weighed the evidence;
 I've calmly tried to figure out
 The wherefore and the whence;
 I've tried to learn the truth about
 The loop they say was made;
 I've read through all the stories of
 The part the Brooklyn played;
 And the only things I'm certain of
 Are that the charts are wrong,
 And that the smoke was thick enough
 To shovel right along;
 I've learned that naval officers
 Are reckless on the guess;
 What Higgins calls a mile Magee
 Calls fifty yards or less;
 I've learned that eighty tons of coal
 Will last a ship a day,
 And that it takes three hundred tons
 To steam ten knots away;
 I've learned that in a battle all
 The captains go ahead
 Each one his own commander, by
 No higher leader led,
 And that the fearless admiral
 Who always keeps in sight
 Gives signals to the rest of them,
 And so directs the fight;
 I've learned that when it's over, when
 The battle has been won,
 The hard work of the heroes has,
 In fact, but just begun,
 And I've found out that the fellow who
 Was right there on the spot
 Knows just as much about it as
 The people who were not.
 —S. E. Kiser in Chicago Record-Herald.

A Banana Story.

The luscious banana, as everyone knows,
 Is native of lands where the palm-tree grows,
 And if you're required, and can't make excuse,
 To mention a plant that's of very great use,
 Just give the banana and prove what you say
 By quoting these lines in appropriate way:—

SONG OF THE BANANA.

When winds are warm first shows my leaf.
 And skies of blue are seen;
 While tropic suns unroll the sheaf
 To waving flags of green.
 My trunk's herbaceous, smooth and strong,
 My honeyed flowers fair,
 My yellow fruit in clusters long
 Is sweet beyond compare.
 Tis still delicious, cooked or raw,
 Or when to flour 'tis ground.
 My leaves are used instead of straw,
 For packing dishes round.
 Look closely at their under side,
 A store of wax you'll see;
 'Tis made while here at home I bide,
 Not gadding, like the bee.
 And listen! Who would ever think,
 My juices you might use
 To make a kind of marking ink,
 And blacking for your shoes!
 But that's not all, the tale is one
 In many chapters told;
 My stem must o'er its story run,

And all its wealth unfold,
 Just feel its texture; hemp is made
 Of just this kind of thing;
 Twist it for ropes, for matting braids,
 Or weave it for the king
 In handkerchiefs of finest lace,
 That through a ring could pass,
 And pattern such as spiders trace
 Upon the dewy grass.
 I'm the Banana, who but I!
 My aid to man I lend;
 If wealth you want, for comfort sigh,
 Then make of me your friend.
 —Nora Smith, in Primary Teacher.

Seein' Things.

I ain't afraid uv snakes, or toads, or bugs, or
 worms, or mice,
 An' things 'at girls are skeered uv I think are
 awful nice!
 I'm pretty brave, I guess; an' yet I hate to
 go to bed,
 For, when I'm tucked up warm an' snug an'
 when my prayers are said,
 Mother tells me "Happy dreams!" and takes
 away the light,
 An' leaves me lyin' all alone an' seein' things
 at night!

Sometimes they're in the corner, sometimes
 they're by the door,
 Sometimes they're all a-standing in the middle
 uv the floor;
 Sometimes they are a-sittin' down, sometimes
 they're walkin' round
 So softly an' so creepylike they never make
 a sound!
 Sometimes they are as black as ink, an' other
 times they're white—
 But the color ain't no difference when you
 see things at night!

Once, when I licked a feller 'at had just moved
 on our street,
 An' father sent me up to bed without a thing
 to eat,
 I woke up in the dark an' saw things standin'
 in a row.
 A-lookin' at me cross-eyed an' p'intin' at me—
 so!
 Oh, my! I was so skeered that time I never
 slep' a mite—
 It's almost aluz when I'm bad I see things
 at night!
 Lucky thing I ain't a girl, or I'd be skeered
 to death!
 Bein' I'm a boy, I duck my head an' hold my
 breath;
 An' I am, oh, so sorry I'm a naughty boy, an'
 then
 I promise to be better I say my prayers
 again!
 Gran'ma tells me that's the only way to make
 it right
 When a feller has been wicked an' sees things
 at night!
 An' so when other naughty boys would coax
 me into sin,
 I try to skwush the Temter's voice 'at urges
 me within;
 An' when they's pie for supper, or cakes 'at's
 big an' nice,

I want to—but I do not pass my plate f'r them things twice!
No, ruther let starvation wipe me slowly out o' sight
Than that I should keep a-livin' on an' seein' things at night!

—Eugene Field.

Where Ye Spankweed Grows.

There's a corner in our garden, but my nurse won't tell me where.
That little boys must never see, but always must beware.
And in that corner, all the year, in rows, and rows and rows,
A dreadful little flower called the Spankweed

Grows!

My nurse says if a little boy who doesn't wash his face,
Or pulls his little sister's hair, should ever find that place,
The spankweed just would jump at him and dust his little clothes,
Oh, it's never safe for fellers where the Spankweed

Grows!

Some day I'll get the sickle from our hired man, and then I'll go and find that spankweed place—it's somewhere in the glen,
And when I get a-swingin' it and puttin' in my blows,
I bet there'll be excitement where the Spankweed

Grows!
—Life.

Correspondence

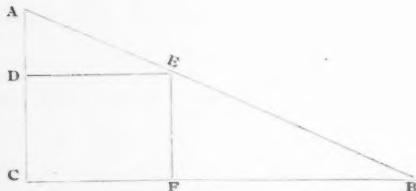
Editor of The Journal:

Please solve the following:

A right triangle has a hypotenuse of 35. The side of the inscribed square is 12. What are the other dimensions of the triangle?

N. S. B.

Solution by Prof. Oscar Burckhardt, Milwaukee.



Let $AC = x$ and $CB = y$. $x^2 + y^2 = 1225$ (1)
A D E is similar to E F B, hence $AD : DE :: EF : FB$, or $x - 12 : 12 :: 12 : y - 12$.

$$xy - 12x - 12y + 144 = 144.$$

$$xy - 12(x+y) = 0 \quad (2).$$

Multiply (2) by 2.

$$2xy - 24(x+y) = 0 \quad (3)$$

Add (2) and (3).

$$(x+y)^2 - 24(x+y) = 1225$$

$$\begin{aligned} & \text{Complete the square.} \\ & (x+y)^2 - 24(x+y) + 144 = 1369 \\ & \text{Extract square root.} \\ & x+y - 12 = 37 \\ & y = 49 - x \end{aligned}$$

$$\begin{aligned} & \text{In (2) substitute value of } y. \\ & x(49-x) - 12(x+49-x) = 0 \\ & 49x - x^2 - 588 = 0 \\ & x^2 - 49x = -588 \\ & \text{Complete the square.} \\ & (x - 49\frac{1}{2})^2 = -588 + \frac{2401}{4} \\ & (x - 49\frac{1}{2})^2 = \frac{2352 + 2401}{4} \\ & (x - 49\frac{1}{2})^2 = 49\frac{1}{4} \\ & x - 49\frac{1}{2} = \frac{7}{2} \\ & x = 56\frac{1}{2} = 28 = \} \text{Ans.} \\ & y = 49 - 28 = 21 \} \text{Ans.} \end{aligned}$$

Editor of The Journal:

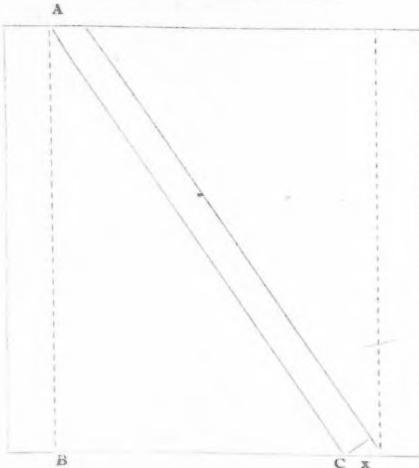
How much land will be occupied by a railroad in crossing a section of land if it enters the section 25 rods (measured from nearest edge of the right-of-way) east of the northwest corner and comes out 25 rods west of the southeast corner—the right-of-way being 50 feet wide?

Also: A hollow sphere 6 inches in diameter weighs $\frac{1}{6}$ as much as a solid sphere of the same material and diameter. How thick is the shell?

Mox Gonix.

Cooperstown, N. D.

SOLUTION OF FIRST PROBLEM:



FIRST.

The triangle A B C is similar to the small triangle whose hypotenuse is marked x (Angles equal each to each). One leg of the small triangle is 50, the other is $\sqrt{x^2 - 2500}$
 $A B = 5280$ ft. $B C = 4455 - x$ ft.; hence,
 $5280 : 4455 - x :: 50 : \sqrt{x^2 - 2500}$
and $222750 - 50x = 5280\sqrt{x^2 - 2500}$

Squaring both sides of the equation, and dividing by 100, we get,
 $22275^2 - 222750x + 25x^2 = 278784x^2 - 696960000$.

Collecting and transposing,
 $278759x^2 + 222750x = 1193135625$.
 Dividing by the coefficient of x^2 ,
 $x^2 + .795x = 4280.2$.
 Completing the square,
 $x^2 + .795x + .158 = 4280.358$.
 Extract square root.
 $x + .397 = \sqrt{4280.358} = 65.424$
 $x = 65.027$.

SECOND.

Since there are 43560 sq. ft. in an acre, the area of the parallelogram occupied by the railway is
 $\frac{65.027 \times 5280}{43560} = 7.88$

2. The volumes of spheres are to one another as the cubes of their like lines.

Call the weight of the solid sphere 1. Conceive of a concentric sphere within this one, having a volume $\frac{7}{8}$ as great: what would its radius be?

$$\begin{aligned} \text{Radius, } 3, \text{ volume, } 1 \\ \text{Radius, } x, \text{ volume, } \frac{7}{8} \\ \text{hence, } 27 : 1 :: x^3 : \frac{7}{8} \\ \text{and } x^3 = \frac{7}{8} \times 27 = 23.625 \end{aligned}$$

$\sqrt[3]{23.625} = 2.87$ = Radius of a sphere whose volume (weight) is $\frac{7}{8}$ of the volume of a sphere whose radius is 3 inches. Taking this out of a solid six-inch sphere would leave a shell weighing $\frac{1}{8}$ as much and having a thickness of 3 inches — 2.87 inches = .13 inches.

What is the most northern postoffice in the world?

F. W. S.

Point Barrow, Alaska. Heretofore the people residing there were 700 miles from a postoffice, but recently Point Barrow has been made a post-office. H. R. Marsh, a missionary stationed there is the postmaster, and a regular mail service—one mail a year—has been arranged for.

Editor The Journal:

By all means continue to use a dash or two of "salt" in your paper. Its spiciness has been one of its very best points. Enough sugar coated pills can be gotten from other publications.

Yours has been the most helpful of all my journals.

Kingsville, Ohio.

D. K. Dunton.

Editor The Journal:

In regard to the center of population, I do not understand why the distance of persons from the center should make any difference in determining where it is. If a north and south line were drawn through the country so that half the population should be found east and half west of the line, and a similar line were drawn east and west dividing the population into north and south halves, would not the intersection of these lines be the centre of the population? If not, why not? Why does "a Californian count for much more than a Pennsylvanian" in determining the point, and how can there be more people east of the center of population than west of it?

N. S. R., Frankfort, Ky.

The Clearing House.

TO SELL, BUY OR EXCHANGE.

[When you want to buy at a bargain or to sell a book or apparatus which you no longer need, write out your want, briefly stated, and for each insertion desired send as many cents as your notice contains words. This is merely a nominal rate for space and is open only to actual teachers and subscribers.]

FOR SALE—Student's Cyclopedias, two volumes, new, half morocco. Regular price, \$9.00. This set \$6.00. Address L. C., care S. Y. GILLAN & Co., Milwaukee.

WANTED, TO BUY—A set of Vol I of WESTERN TEACHER, either bound or unbound. State price. R., care of WESTERN TEACHER, Milwaukee.

FOR SALE—A set of the International Cyclopedias, new, \$35. ALICE RILEY, 501 Murray Ave., Milwaukee.

FOR SALE—Private school in North Carolina. Founded 1890. Also a school in the east. For full particulars address M. S., 232 17th street, Milwaukee.

The Bulletin.

The editor-in-chief of this journal is now on the wing, filling appointments for lectures and institute work, including an address to the State Teachers' Association of Oregon, several county institutes in that state, city teachers' associations in Montana, North Dakota and Winnipeg, Manitoba, where he will speak to the teachers of that city and the students of the Provincial Normal School, then in Pennsylvania in county institutes up to the holidays. Therefore "the devil" is the responsible editor for the months of November and December; but with the able corps of assistants now employed, including the two Sabins, Hoover and Perrin, and in view of the thorough knowledge of the management which this particular "devil" has acquired in his seven years' connection with the office, Mr. Gillan stated before starting on this trip that he had no misgivings, but confidently expects to find on his return that things are still running "at the old stand."

Up to December 24, correspondence in the nature of "kicks" will either be answered by the undersigned or filed for reference, to Mr. Gillan on his return—at the option of the complainants, if said option be expressed in the letter.

(signed) The Office "devil."

Through an oversight in the advertisement of the books, "Winks" and "Smiles," by Alice Lewis Richards which appears in this journal, the word *each* was omitted in stating the price. It should read, Price 50 cents *each*, postpaid.

Photo Souvenirs, new and up-to-date. Send for Souvenir Booklet to G. W. Taylor, the printer, Dept. "B," Pittsburg, Kansas.

Rev. Geo. A. Gates, formerly of Grinnell College, has accepted the Presidency of Washburn College, Topeka, Kansas.

Put these two books into your school library; Riffle Creek Papers, and A Summer of Saturdays. 65 cents each.

The new magazine, Country Life in America, from the press of Doubleday, Page & Co., and edited by L. H. Bailey, of Cornell, is a valuable aid to the teacher of nature study.

Thos. R. Shewell & Co., have recently published a new edition of Southworth's Language and Grammar series, two very fine books, in material, method and mechanical execution.

J. W. Henninger, of Jacksonville, Ill., has been elected president of the new state normal school at Macomb. The gentleman is just about as well qualified for this job as the editor of this paper is to celebrate high mass.

The N. E. A. will meet in Minneapolis next July. A more delightful place to spend a few days at that season could not be found. Now make your arrangements to attend this meeting and take a side trip to the Yellowstone Park.

A Summer of Saturdays, by C. W. Smith, is now published in complete form. It is a delightful piece of nature study and boy study which will be a valuable addition to the teacher's library. Price, paper, 40 cents; cloth, 65 cents. Published by S. Y. Gillan & Co., Milwaukee.

The Missouri Teachers' Association meets at Kansas City, Dec. 26-28. President W. S. Dermont promises a lecture by some distinguished educator, probably G. Stanley Hall. The leading topics are Industrial Education, Normal Schools, the School Exhibit at the St. Louis Exposition, Art Education, Music and Economics. Half the time is promised for discussions. Greatly reduced hotel rates are promised, and a one-fare rate for round trip is expected. For complete program address G. B. Longan, Kansas City.

Do you furnish the youngest pupils with seat work to keep them profitably busy? Many kindergarten exercises are suitable for primary pupils and can be profitably used even in country schools. "Folding squares" are a wholesome source of delight to the little ones, and a skilful teacher can use them so that they have a great educational value in teaching form, color, drawing and manual dexterity.

We keep folding squares in stock and will send them, postage paid, to any address in a package of 300 squares, assorted colors, for 25 cents. They are cut 4 inches square and each package has a pleasing variety of colors and tints.

Send for free sample of our report card, for common school or high school. Our song book is unexcelled; for a sample copy send five two-cent stamps.

From Simpson College, Pres. C. E. Shelton reports a larger enrollment than ever before. There are more students now than during winter term a year ago. Shelton is the right man in the right place.

Those who can afford a winter trip south at the time of the Christmas holidays may learn of some fine routes by inquiring of W. H. Richardson, Passenger Agent of the Chicago and Eastern Illinois Railroad, 335 Dearborn street, Chicago. For good time and first class train equipment this line is unexcelled.

"From Boston to Cripple Creek" is the title of a striking circular issued by the Werner School Book company, giving a list of important cities that have adopted the Werner Arithmetics throughout the belt indicated in the title. The places are so numerous, as to suggest the thought that a motion to make it unanimous would be in order.

The Southeast Missouri Association will meet at Farmington, Nov. 28-30. President I. H. Hughes announces a fine program. Among the leading speakers are Pres. Dearmont of the Cape Girardeau Normal, Atchison of Morley, President Jesse of the State University, and Dr. Schoolcraft, of the University of Illinois. A banner will be presented to the county having the largest attendance, distance being considered.

A business man told the editor recently of a schoolma'am who was so angry or excited that she cried, merely because in the course of business he had sent her a monthly statement of an account. We have had some very warm if not tearful letters for similar reasons. This indicates a vealiness almost incomprehensible to a business man. We can stand that, however, with Job like patience when compared with the other extreme—i. e., those who never respond to statements, and seemingly have a thread of dishonesty in the warp and woof of their makeup.—The Moderator.

The story of Little Nell, by Charles Dickens, edited with an introduction by Jane Gordon, 357 pages, 50 cents, American Book company.

This is the latest addition to the series of Eclectic School Readings, so widely and favorably known to teachers. It comprises the ground work and much the larger portion of "The Old Curiosity Shop," and is given in the present volume just as Dickens wrote it, but freed from the various episodes and other passages originally employed to introduce other characters. The story, thus abridged and confined solely to the relations of the pathetic adventures of its heroine, will appeal especially to young readers. They cannot fail to perceive its beauty and its pathos, nor to admire the courage, the self-denial, and the simple goodness of Little Nell herself.

Teachers should send to G. W. Taylor, Pittsburg, Kansas, for his new 20th Century Souvenir Booklet.

The "Date Line" has come into prominence since we acquired the Philippines. No school geography gives it correctly located. It is plainly and accurately marked in our *Atlas of Two Wars*, and fully explained in *Lessons in Mathematical Geography*. Both books for 35 cents. Address this office.

The new auditorium of the Iowa State Normal School which is nearing completion will have a seating capacity of about 2,000.

It is interesting to note the growth of the school during the past fifteen years as shown by the following table:

	Students.	Teachers.	Salaries.
1887.....	435	9	\$10,050
1891.....	746	15	16,900
1896.....	1059	26	27,300
1901.....	2017	49	53,800

Turn over a new leaf with the beginning of the new term. If you have not been using monthly report cards try this mode of encouraging regular, prompt attendance and diligence in learning lessons. See the fac simile of our card on another page. It is unsurpassed for simplicity and effectiveness, and is printed on cardboard of first quality which will stand the wear to which report cards are necessarily subjected.

Prof. Herbert E. Bolton, recently of the State Normal School, Milwaukee, now has a chair of history and civics in the University of Texas. He is as able and promising a young man as Wisconsin has produced in recent years. Early in life he contracted a habit of doing his own thinking, which habit makes him *persona non grata* to machine men who are wedded to machine methods. Mr. Bolton has contributed some excellent articles to educational magazines on his favorite subjects. The University of Texas is to be congratulated on securing so able a man as a member of its faculty.

The Chicago Journal says: "Surely it is a proud day for the schoolma'amis, and Misses Groggin and Haley deserve well of their city. Despite obstacles and discouragements which were considered insurmountable they persevered in their determination to compel rich corporations to pay their proportionable amount of taxes, so that the children of Chicago might at least receive the rudiments of an education, and they have won. The supreme court sustains their contention that the capital stock of corporations is taxable property."

"This decision is of untold value to the city of Chicago and will add millions of dollars to its resources. No more will we hear of diminishing revenues, of an empty treasury and impending bankruptcy. Unclean streets, an insufficient police force, and the various ills that afflict a poverty-stricken city will no

longer jar the civic pride of citizens. Our children shall not lack for schooling or our teachers for their pay. We shall at least have income enough to pay as we go in a style commensurate with the greatness of Chicago.

"Our citizens should erect statues in honor of these two heroines who have braved so much, have fought so courageously and have saved their city.

"This does not end the fight by any means. The next step is to show the present and future boards of review that there is a way to reach each member personally and to this end the Teacher's Federation is about to begin suit for \$5,000,000 against the board that failed to listen to reason last year. This suit will be a public action to recover to the state a small part of the moneys which were lost to it by illegal action of the board in under assessing a few of Chicago's corporations. If this suit is successful it would seem that the board and their bondsmen would be liable in the snug little sum of \$10,000,000 as the statute makes the damages double the amount of the sum lost to the state by their wrongful action."

In Riffle Creek Papers Mr. Gillan has said many bright and sensible things in an entertaining manner. He has taken the opportunity to say his say upon about every phase of school life and work of importance, and he has done it with a setting entirely original. It has all the interest of a story, and yet, on the average, on every other page a specific subject is treated, so that you may take it up anywhere and read a page or two complete in themselves, or you can look up any one of a hundred practical subjects and get some good advice upon it. It is adapted to any teacher who cares to have good advice or safe guidance on the way to teach school. This makes it a desirable book for reading circles.—A. E. Winship, Editor New England Journal of Education.

Great Opportunities.

The Burlington, Cedar Rapids and Northern Railway Company is nearing the completion of its 140 miles of new extensions in the very richest portions of southwestern Minnesota. The six new towns, Reading, Wilmont, Lismore, Kenneth, Walters and Conger, are rapidly becoming commercial centers for the rich and already thickly settled country surrounding. There has been no "Auction Sale of Lots" or any attempt to "boom" these towns; their growth being the result of a demand for convenient markets.

It is the purpose of the railway company to encourage the continuous, substantial growth of the towns on their lines. In order that each town may receive the attention of "ownership", it has been decided to sell each town entire, including all unplatted land to private parties. For terms of such purchases, address the undersigned. For business openings or purchase of lots address the Town Lot Agent of the respective town. Thos. H. Brown, Gen'l. Townsite Ag't., B., C. R. & N. Ry., Sioux Falls, So. Dak.

The new edition of THE WESTERN TEACHER SONG BOOK contains the music except to those selections that are so familiar as to make the notes unnecessary. We are confident that this improvement will add greatly to the popularity of this already popular book. The price remains the same, ten cents a copy, or one dollar a dozen. For special rates for first introduction write to S. Y. Gillan & Co., Milwaukee.

The Southern Educational Association will meet at Columbia, S. C., December 26 to 29. There will be a general program and seven departments. Not more than two papers will be read at any one session, thus giving plenty of time for discussion. There will be a program on Sunday provided for the discussion of questions connected with religious education.

The people of Columbia are making arrangements to receive the members cordially. The secretary is P. P. Claxton, Greensboro, N. C., the president, G. R. Glenn, Atlanta, Ga.

Tracing and Sketching Lessons in Geography grows in popularity with teachers of this branch. It is rich in suggestion of method and devices, and furnishes a great abundance of interesting and valuable supplementary matter with which to enrich and enliven the text-book lessons. A new edition has just been issued, which brings the references to population up to the latest census. Price 40 cents. Address this office.

We heartily endorse the action of Supt. Cooley in sending a temperate and well-balanced letter to the school children of Chicago about the futility of the effort to destroy government by killing the President. It should be followed in every schoolroom in the land, nor is it yet too late. The child who on the day of McKinley's burial saw a busy city for five minutes silent, uncovered and motionless, had an object lesson he will never forget. While these things are fresh in mind it is well to explain the atrocity of this assassination, the hideousness of lynching, the futility of trying to accomplish right through wrong, and the wickedness of malignant criticism of those in high places. In simple language the interdependence of high and low, rich and poor, employer and employee, should also be dwelt upon. As McKinley did not live in vain, so will he not have died in vain, if these ideas and others which will suggest themselves to any thoughtful person can be fixed in the minds of the coming generation.

Deafness Cannot be Cured

by local applications, as they cannot reach the diseased portion of the ear. There is only one way to cure deafness, and that is by constitutional remedies. Deafness is caused by an inflamed condition of the mucous lining of the Eustachian Tube. When this tube gets inflamed you have a rumbling sound or imperfect hearing, and when it is entirely closed deafness is the result, and unless the inflammation can be taken out and this tube restored to its normal condition, hearing will be destroyed forever; nine cases out of ten are caused by catarrh, which is nothing but an inflamed condition of the mucous surfaces.

We will give One Hundred Dollars for any case of Deafness (caused by catarrh) that cannot be cured by Hall's Catarrh Cure. Send for circulars free.

F. J. CHENEY & CO., Toledo, O.

Sold by Druggists, 75c.
Hall's Family Pills are the best.

A Wholesome Tonic

Horsford's Acid Phosphate

Taken when you are tired and completely worn out, can't sleep and have no appetite, it imparts new life and vigor to both brain and body by supplying the needed tonic and nerve food.

A TONIC FOR DEBILITATED MEN AND WOMEN.

Genuine bears name "Horsford's" on label.

Mayne's series of school records has been completed by the addition of a graded school register, consisting of a record for each grade or department, with binding covers in which all the records are preserved. Full description will be sent on application to the Wisconsin School Supply Company, Milwaukee. See advertisement on another page. These records together with Mayne's High School Records are pre-eminent among record blanks for their simplicity and completeness.

State Superintendent Harvey, of Wisconsin, wisely decided that instructors in the institute this year instead of presenting special "outlines" on particular phases of geography, shall teach the teachers how to use the text-book, not losing sight of the importance of definite map work. These are the very points that are exemplified in Tracing and Sketching Lessons.

Here are five books that every teacher in Geography ought to have:

I. Tracing and Sketching Lessons, which presents a definite and specific method, emphasizing the importance of the map, and pointing out how to use it. The book is a rational and consistent guide and supplement to the text-book. Price 40 cents. Cloth, 65 cents.

II. Handy Atlas of the World, 400 pages of maps and census reports *up to date*. Every incorporated town in the United States given with census of 1900. Descriptive matter of every country in the world. Price 40 cents.

III. Lessons in Mathematical Geography, a unique presentation of this subject by a meth-

od widely different from the one sometimes employed. These lessons exactly meet the requirements of the state course of study in Illinois and Wisconsin. Price 10 cents.

IV. Supplementary Lessons in Geography. Interest in a text-book is short lived unless the teacher supplies other matter related to the topic assigned in the lesson. This little book is compiled with a view to furnishing such material. Price 20 cents.

V. Atlas of Two Wars. A collection of fine, accurate maps of the Philippines, the Transvaal, Cuba, Porto Rico and Hawaii, and a correct map showing territorial growth of the United States. Size of page 11 x 14 inches. This atlas contains something which you want but which is not given in your text-book—a correct showing of the international date line, not as it was years ago, but as it is to-day. Price 25 cents.

The five books to one address for one dollar. Money refunded for any of these books returned as unsatisfactory within a week after its receipt by the purchaser. S. Y. Gillan & Co. Milwaukee, Wis.

Magazines.

Leading features of Modern Culture for November are Reconstruction and After, by F. A. Ogg; The Drama and the Novel, by Ingram A. Pyle; Husbands as Protrayed by Women Novelists, by Nina R. Allen; Glimpses of India (Illus.), by Bella H. Hassett; and Indian Handicraft (Illus.), by Nevada D. Hitecock.

In the Atlantic Monthly for November under the topic, Modern Murder Trials, Charles E. Grinnell, a distinguished member of the Suffolk Bar, makes a special study of some recent memorable trials, their method and conduct, their newspaper treatment, and the question how far the general interest in such cases is legitimate or morbid.

The story of Dr. Pearson, the Chicago philanthropist who has given millions of dollars to the smaller colleges under conditions that have resulted in bringing into the treasures of those colleges more than as many millions from other sources, is well told in the November Review of Reviews by George Morris.

The Saturday Evening Post, of Philadelphia, founded by Benjamin Franklin in 1728 is still one of the leading newspapers of America. A recent number was devoted entirely to matters of special interest to college men. There is now running a series of letters from a self-made man to his son, which would be "good stuff" for the school room.

The Cosmopolitan for October is full of entertaining fiction. Thomas A. Janvier has a Mexican story of love and adventure, "Forfeit to the Gods." Bret Harte whose "condensed novels," won him fame, contributes a side-splitting parody of Hall Caine's "The Christian," Irving Bacheller writes a sketch of a little New York inn, "The Shadow of Happiness," E. W. Kemble tells a humorous story of "How the Buzzards Worked a Spell."

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With its November number, St. Nicholas begins its twenty-ninth year, taking the occasion to make a new departure in its manner of publishing fiction. Instead of printing a large number of short stories, it makes room for a long story, complete in itself, and filling more than half the magazine. The story so published—"Tommy Remington's Battle," by Burton E. Stevenson, author of "A Soldier of Virginia," etc.—is an interesting portrayal of

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The following is the program of the Iowa State Teachers' Association which meets at Des Moines, December 27-30, as far as prepared. Dr. Arnold Tompkins, who was engaged for an address on Friday evening, has found it impossible to come, and his place is not yet filled. For Sunday morning negotiations are in progress with Dr. Gunsaulus, and Wm. I. Crane, of Ohio. There is also an address Monday morning for which no speaker has been secured.

Friday evening, address by the President, A. W. Stuart.

Saturday: Music, Our Present Law, Matter and Method, C. A. Fullerton; discussion, J. A. Lapham. Place of the Three R's in Education, W. N. Clifford; discussion, H. E. Wheeler. The Teacher Problem: Present, Chancellor W. B. Craig; Future, J. F. Riggs and F. F. Faville.

Saturday night, Max O'Rell.

Sunday afternoon: addresses by Presidents

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Sunday evening: Sacred concert under the management of Prof. Bartlett, of Des Moines. Monday morning: Manual Training Program, Gabriel Bamberger, Chicago. Manual Training in Iowa: S. K. Stevenson, A. R. Sale, W. E. Yocom, and S. H. Sheakley.

Afternoon: Addresses by State Supt. R. C. Barrett and James Hughes of Toronto. Business session.

The officers of the Association are:
Pres., A. W. Stuart, Ottumwa.
Sec., W. F. Barr, Des Moines.
Treas., G. W. Samson, Cedar Falls.
Executive Committee: Charles E. Sheldon, Indianola, H. E. Kratz, Sioux City, and Inez F. Kelso, Corydon.

Was This Pre-Knowledge?

A most singular coincidence has come to light. In the Pathfinder of June 8, 1901, we published the result of our prize contest, the object of which was the construction of the most interesting telegram possible using the letters of the word P-A-T-H-F-I-N-D-E-R as the initials of the words of the message. The third prize in that case was awarded to H. T. Clifton, Liberty, N. Y., for the following—as it proved—prophetic telegram:

"President attacked. Twice hit. Find injury not dangerous. Early recovery."

The singular thing is that this telegram, as events proved, would have accurately and fully described the situation at Buffalo on the evening of the day that McKinley was shot, and that no telegram of 10 words could have been

written on that evening which would have been more circumstantial. And yet the prize message was written at least four months prior to the event it told about.

The case illustrates very vividly the possibilities of circumstantial evidence. If the Pathfinder were an anarchist paper the fact of its having published such a prediction might easily raise the presumption of a conspiracy. Many people will see in the matter another proof that there is such a thing as foretelling future events, while those that are more matter-of-fact will recognize in it merely a singular coincidence. In any light it is noteworthy.—Pathfinder.

If you are interested read on.

We offer as prizes for the most interesting telegrams of ten words using the letters of the words T-H-E J-O-U-R-N-A-L as the initials of the words of the message, books to the following amounts:

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Ivanhoe, by (Walter Scott).....	.50

A PRIZE OF \$100 IN CASH will be given to any writer whose telegram shall within six months turn out to be as strikingly prophetic as the one reported in the Pathfinder contest.

The prizes will be awarded Jan. 1, 1902. All contestants must be subscribers to THE JOURNAL, and the subscription must be paid to January 1, 1903.

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